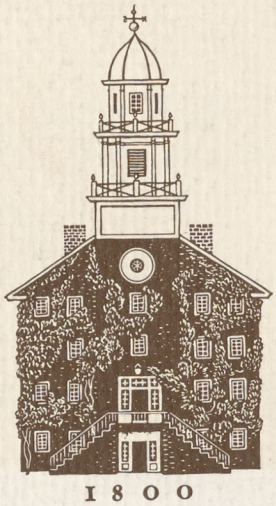

MIDDLEBURY COLLEGE

CATALOGUE BULLETIN

1968 - 1969

Directory of Correspondence

Middlebury, Vermont 05753

For Information About:

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Bread Loaf School of English	
Bread Loaf Writers' Conference	
Foreign Language Schools	Language Schools Office, Sunderland Language Center
Vocational Placement and Guidance	Director of Placement, Alumni House

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The Director of Admissions will process requests for catalogues received from perspective students and secondary schools. Colleges, universities, libraries, and others, should send requests for undergraduate catalogue to the Secretary of the College. The Director of the Language Schools will furnish information and bulletins pertaining to Middlebury's summer program and the College's Graduate Schools Abroad.

MIDDLEBURY COLLEGE BULLETIN

CATALOGUE NUMBER 1968-1969

ONE HUNDRED AND SIXTY-NINTH YEAR

August 1968

MIDDLEBURY COLLEGE BULLETIN

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The College

THE HISTORY OF MIDDLEBURY COLLEGE

Middlebury College was an indigenous product of 19th century democracy, financed from the thin purses of local citizens, and expressive of multiform culture brought from southern New England.

A miller, two lawyers, a doctor, and a President of Yale University conceived the first plan for Middlebury College on the night of September 30, 1798. The miller was Gamaliel Painter, whose name the oldest college building in Vermont still bears; the lawyers, Seth Storrs, donor of the campus of the men's college, and Samuel Miller, who entertained the group at this original meeting; the doctor, Darius Matthews, a probate judge as well as physician; and the Yale President, the great Timothy Dwight.

Some thirty log cabins and frame houses, surrounded by wilderness, comprised the settlement at Middlebury in 1798. No road had yet been built to the pioneer village. The State of Vermont as a part of the Union was only seven years old and its Legislature still roved from town to town for its annual meeting. Grist and saw mills, a few shops for mechanics and blacksmiths, a rough inn and a brewery offered the principal commercial accent to the village. Not even a church had been constructed. Still the establishment of a college as well as a grammar school seemed imperative to these immigrants from Connecticut.

President Dwight, in his visit of a single night, helped to outline a plan for procedure, but it took two years to persuade the Legislature that the request for founding a college in this wilderness should be honored. A charter was finally granted on November 1, 1800, and Jeremiah Atwater, a Yale graduate, appointed President; seven students were admitted the following day and Middlebury was under way, lodged in a building just completed for the Addison County Grammar School. President Atwater and one tutor comprised the entire administrative and teaching staff. Under them the first student was graduated in August, 1802.

Greek and Latin were the core of the curriculum in those early years. Mathematics—ranging from "vulgar arithmetic" to trigonometry—history, geography, natural philosophy, astronomy, rhetoric, law, logic, metaphysics, and ethics rounded out a four-year program, with vocational purpose noted in such courses as navigation and surveying. A disciplinary system, based on the temper of the law of Moses and the text of Yale College rules and regulations, kept a student's nose to the academic grindstone. As occasion for new rules of conduct arose, they were properly phrased, and appropriate fines attached. Students were their own janitors, laid their own hearth fires, lugged their water from outdoor cisterns, often cooked their own meals. Daily chapel prayers before dawn began the day and a daily chapel service at dusk ended it.

It was distinctly a man's college. Women were not even admitted inside

the rail fence which surrounded the campus protectively. Yet the village of Middlebury did not neglect the education of women. Within three years after the men's college was started, a "Female Academy," one of the first in America, was established here; and it was in Middlebury that Emma Hart Willard opened her first school for girls in a building now owned by the College, and wrote what has been called the *Magna Carta* for higher education of women. Although the College did not become co-educational for over eighty years after it was founded, the tradition for women's education was strongly fixed at an early date. In spite of repeated earlier appeals, women were not admitted until 1883, after the alumni had petitioned for the change. Joseph Battell gave the College the land for the women's campus in 1909.

The Middlebury College Summer Language Schools of English, French, German, Italian, Russian, and Spanish, which began with a German session in 1915, have achieved international reputation. In 1966, Chinese was added. The foreign language schools were pioneers in the development of specialized summer schools for the study of modern languages under a faculty of native instructors. The Bread Loaf School of English and the Bread Loaf Writers' Conference have served as models for similar undertakings in various parts of the country. In 1949, the Graduate School of French in France was inaugurated, followed by the Graduate Schools of Spanish in Spain, German in Germany and Italian in Italy.

EDUCATIONAL PURPOSE

Middlebury College believes in the importance of the liberal arts and the liberal sciences. It believes that the central purpose of undergraduate education is the development of the human mind as broadly and as deeply as possible. The most compelling argument for the liberal arts is that besides providing the pleasure of doing something well, they enlarge the intellect and interests and bring an awareness of the concerns and problems of the rest of the community, laying upon men a mandate of reason toward restraint as well as toward freedom. The intrinsic values of liberal study are finally the most important and practical of all; when they appear, they illuminate the possibilities of what it can mean to be an intelligent and responsible human being. At Middlebury College the creative and performing arts are strongly supported. The cultivation of human sensibility through active involvement in the Arts is one of the fundamental goals of education in the Humanities.

Middlebury College aims to prepare its students through study of the humanities and languages, and through the disciplines of the social and natural sciences, to respond intelligently to an ever-changing social, political, and scientific world. In this liberal environment the student comes to an awareness of his cultural heritage, the relation of his special field to his heritage, an understanding of the physical world in which he lives, and an ability to think analytically and critically.

Middlebury College hopes to unlock the capacities and powers of its students in rational thinking, curiosity, imagination, and sensitivity, and to direct these human energies not only toward education as a continuing proc-

ess of self-education, but also toward social responsibility and leadership. This concept rests firmly on the base of an identifiable liberal tradition, a rational philosophy, and a belief that has been cherished and cultivated for 168 years at Middlebury.

LOCATION

Middlebury College is located on a broad hill overlooking a typical Vermont village and a wide sweep of Champlain Valley, with the Green Mountains visible to the east and the Adirondacks to the west. Most of the college buildings are constructed of grey limestone or white marble, their colonial architecture consistent with the mountain setting of the extensive campus.

The campus includes about 250 acres for buildings, athletic grounds, and Otter Creek shoreline, and a mountain campus ten miles to the east. The United States Government maintains an adjacent area, formerly owned by the College, as part of the Green Mountain National Forest. Both tracts are used by students for outings and winter sports.

Middlebury lies halfway between Burlington and Rutland, Vermont. Students not arriving by automobile should come via the New York Central to Albany, N.Y., and make bus connections on the Vermont Transit Lines to Middlebury. There is bus service from Montreal, Boston, and New York City on the Greyhound and Vermont Transit Lines. There is also scheduled airline service to Burlington from Boston via Northeast Airlines and from New York and Albany via Mohawk Airlines. Information about the local Middlebury Airport is available in the *Airmen's Guide*. There is no railroad passenger service direct to Middlebury. Baggage can be sent by railway express.

President and Fellows

President and Fellows—The Corporation

JAMES ISBELL ARMSTRONG, Ph.D., LL.D., L.H.D., Litt.D. — Middlebury
President of the College

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(Calendar year indicates first date of election)

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JOHN KRUESI, A.B.	1964	1971	Signal Mt., Tenn.

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RAYMOND A. ABLONDI, A.B., Ph.D. Merchandising Manager, Lincoln-Mercury Division, Ford Motor Company	1968	1973	Bloomfield Hills, Mich.

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Treasurer and Assistant Secretary of the Corporation

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HORACE S. FORD, LL.D. (1942) — Cambridge, Mass.

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EGBERT C. HADLEY, A.B., B.S., D.Eng., LL.D. (1936) — Middlebury

GERTRUDE CORNISH MILLIKEN, B.S., M.A., Ed.D. (1948) — North Dighton, Mass.

Admissions

THERE IS NO FIXED PROGRAM of secondary school studies required for admission to Middlebury College. The discipline and the knowledge gained from the study of English, foreign languages, mathematics, science, and history are essential to success in college work. Distinctive achievement in secondary school studies, the promise of superior college performance, and a commitment to intellectual pursuits are necessary. Candidates are urged, moreover, to read widely beyond the requirements of classroom preparation and to attain a high level of accuracy and effectiveness in written expression.

The secondary school program is the responsibility of each candidate in consultation with his school counselors. The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years each of two languages); three or four years of mathematics; two or more laboratory sciences; two or more years of history; and some study of music, art, or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year: the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

Advanced Placement. Students taking college level courses in secondary school may be considered for advanced standing in one or more courses at Middlebury. The candidate must take the appropriate Advanced Placement Test administered by the College Board to be eligible for Advanced Standing with credit. Candidates awarded credit for three Advanced Placement courses may apply for sophomore standing.

College Board Examinations. All candidates for admission are required to take the Scholastic Aptitude Test of the College Entrance Examination Board and three Achievement Tests, including the one in English Composition. A student unable to obtain the application forms from a secondary school should write directly to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, requesting the Bulletin of Information and directions for filing the application. Candidates should take the College Board Tests in December or January of the senior year.

Health Certificate. A satisfactory certificate of health must be presented before matriculation. Successful candidates are required to fill out medical blanks which are supplied by the College.

PROCEDURE FOR ADMISSION

Inquiries regarding admission should be addressed to the Director of Admissions. Application forms will be furnished on request. Application

papers must be accompanied by an application fee of $15. This fee is not refundable and will not be applied to term bills. The right is reserved to close the application list to candidates on January 15. All applicants will be notified of the action on their applications by April 20.

A personal interview is a desirable part of the admissions procedure at Middlebury. A visit to the College for this purpose may be made between mid-May of the junior year in secondary school and the middle of the senior year. No interviews are scheduled during February, March, April or early May.

Early Decision Plan. Candidates who definitely plan to attend Middlebury may request an Early Decision. However, only candidates with outstanding qualifications should apply, and they must agree to withdraw their other college applications if their application for admission to Middlebury is approved. Requests for Early Decision must be received by November 1st of the year prior to the year in which admission is desired. Early Decisions will be announced by December 1st. A non-refundable deposit of $200 applicable to term bills must be forwarded by successful candidates before February 15. Unsuccessful candidates for Early Decision will be reconsidered with the regular applicant group.

TRANSFERS

A limited number of students can be accepted into the sophomore and junior classes by transfer from other colleges and universities. All such students must come from approved institutions of collegiate rank. Candidates for admission with advanced standing should write to the Director of Admissions for detailed information and application forms.

Expenses and Financial Assistance

EXPENSES

No precise statement can be made regarding the cost of a year at Middlebury. The location of the College in a frugal Vermont countryside and the absence of metropolitan attractions permit a student to live economically. The College offers a limited amount of financial aid to deserving students. The Director of Financial Aid endeavors to assist undergraduates in finding remunerative work both on the campus and in town.

A fairly accurate estimate of a year's expenses may be made by selecting the applicable items from the following list of standard charges:

Tuition	$2,000.00
Activities Fee (Includes $42 Student Center fee)	66.00
Medical Fee	35.00
Room ($225.00 due September 1, $250.00 due January 31)	475.00
Board	600.00
Special course fees (per term; see course descriptions)	$1.00 to 20.00
Sickness Insurance	22.00

Travel, textbooks, clothing, social dues and assessments must also be considered in estimating a year's expenses.

Tuition, board, room and student activities fees for the year are billed in two instalments, the first due September 1, and the second January 31. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, and of any payments received in advance from such sources as Insured Tuition Payment Plan will appear as credits on term bills. Student loans will be credited only when executed and returned to the Comptroller. Failure to make payment when due automatically cancels the privilege of attending classes and incurs liability for a late payment fine of $5. An itemized statement showing special course fees and any additional charges will be mailed on or before November 1 for the first term and March 1 for the second term. These bills must be settled in full by November 15 and March 15, respectively.

A charge of $250.00 is assessed for each regular course or its equivalent (e.g. independent study) in excess of four during the Fall or Spring terms. No charge will be made, however, for the basic R.O.T.C. course. For students enrolled in Music 25 and/or Music 35 doing work in practical or applied music, the established fee for private instruction is assessed.

For graduate students, tuition is charged at the rates given above for a full program of four regular courses or the equivalent thereof; otherwise at the single course rate.

A medical fee (see page 143) provides for various health services in-

cluding enrollment in a one-year accident insurance plan.

All graduate and undergraduate students are required to enroll in a one-year sickness insurance plan, unless exempted by presenting evidence of equivalent coverage satisfactory to the Treasurer. Descriptions of both the accident and sickness insurance plans will be forwarded with the billing due September 1st.

A graduation fee of $11 is paid by all seniors.

A charge of $1 is made upon matriculation for an identification card intended to serve for the entire undergraduate four-year course; when, on authorization of the Dean of the College, a lost identification card is replaced, a charge of $5 is made.

A rebate of $5 per week may be allowed for absence from dining halls for two consecutive weeks or longer.

No refund of tuition, fees, or room rent is made in the case of dismissal. Refunds may be made for entry into the Armed Forces through Selective Service, but in other cases of absence or withdrawal, refunds may be considered only under exceptional circumstances.

A fee of $25 is charged students who repeat the General Examination and who are not regularly enrolled in college.

Entering students pay $100 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable.

Returning students pay a re-enrollment deposit of $100 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by August 1 of any year to notify the Dean of his intention not to return for the succeeding term.

Students may not take examinations, receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The Registrar issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of one dollar is charged for a duplicate of the transcript. To students who are financially indebted to the College, or to those who have not surrendered Identification Cards on leaving college, no transcript will be issued until satisfactory arrangements have been made at the Treasurer's office. No fee is charged for transcripts submitted to any branch of the armed service.

FINANCIAL AID

The goal of the Financial Aid Program at Middlebury College is to help those students with a demonstrated need who would otherwise not be able to attend college. Subject to continuing eligibility, Financial Aid, in some combination of a loan plus grant and/or job, is awarded for one academic year at a time, and is normally based on a student loan requirement of $650.

Students should not apply for any specific grant (scholarship) as appropriate assignment will be made by the College. In order to retain the Grant portion of Financial Aid, a student must have for the previous semester a minimum average of 75 or a minimum grade of 70 in all courses. A Grant can also be withdrawn for misconduct.

Middlebury College is a member of the College Scholarship Service, an activity of the College Entrance Examination Board at Princeton, New Jersey. Financial Aid awards are based on analysis by the College Scholarship Service (CSS) of the Parents' Confidential Statement (PCS) and on the College's review of the CSS determination of need. Middlebury College requires no financial aid form other than the PCS. Parents of applicants for admission who require financial aid should submit the Confidential Statement directly to the College Scholarship Service before January 15th of the entering year. The form may be obtained from the secondary school counselor. Early Decision candidates must file the PCS before December 1 of their senior year in secondary school. Renewal forms of the PCS must be filed annually by February 15 with the College Scholarship Service.

Middlebury participates in the National Defense Student Loan, College Work-Study and Educational Opportunity Grants Programs. Awarding of loans, jobs and grants under these Federally-sponsored programs is handled by the College Financial Aid Office. The College also certifies applications for the various State Guaranteed Insured Loan Programs, and in special cases will also certify applications for loans from the United Student Aid Funds Program.

As far as possible, the financial aid to upper classmen will include the offer of campus employment. Students can expect to be assigned jobs as waiters or waitresses, research or library assistants, clerk-typists, residence hall and student union desk clerks, etc. A few highly-qualified students can find summer employment, both on and off-campus, under the Federal College Work-Study Program which also assists in financing many of the student jobs listed above. Laundry, newspaper, magazine, travel, etc. concessions are also student-operated. The better-paying campus jobs are incorporated into the Financial Aid Program, but there are a number of lower-paying jobs that an interested student can apply for on his own initiative.

It is assumed that all Financial Aid recipients will make a contribution from summer earnings towards their College budget. The expectancy from net summer earnings preceding Freshman Year is $200 for women and $300 for men. Each subsequent summer, a $100 increment will be expected.

Correspondence concerning financial aid to applicants for admission should be addressed to the Director of Admissions. Similar inquiries by upper-class students should be made at the Office of Financial Aid.

Curriculum

MIDDLEBURY COLLEGE confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Science, and Doctor of Modern Languages.

UNDERGRADUATE WORK

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses sucessfully completed. For graduation a student must pass all 32 Fall and Spring term courses and 4 Winter Programs.

The normal program of study is four courses in the Fall and Spring Term. In the Winter Term, students select one course for concentrated study. Physical Education and the basic R.O.T.C. courses in freshman and sophomore years are carried as electives without credit as a course unit. No extra charge is made for the R.O.T.C. or Physical Education programs. Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the Senior year counts as two course units. For departments on the new senior program (see p. 19) Independent Study counts as three course units. The course units are distributed between Fall, Winter and Spring terms as the department determines.

FRESHMAN PROGRAM

Prior to matriculation each freshman is furnished with complete course descriptions and registration cards on which he designates his selection of courses for the first term. During Freshman Week he meets with his faculty counselor who gives further assistance in planning a course of study.

Every freshman is required to enroll in English Literature (English 12) either in the Fall or Spring term. Physical Education must also be taken by all Freshmen. To complete his academic program, each freshman elects three other courses from those open to freshmen. These courses may either offer a varied intellectual experience or prepare him, at least in part, for advanced work in a special field of knowledge.

The courses open to freshmen, most of which also serve partially to fulfill degree requirements (see below) include introductory courses in American Literature, Biology, Chemistry, Economics, Fine Arts, Geography, Geology, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychol-

ogy, Religion, Sociology, and any of the ancient or modern languages. In general, only those courses numbered from 10 through 19 are open to freshmen. Freshmen enrolled in a course within a department, however, may be assigned to a more advanced course by that department upon demonstration of special proficiency. Freshmen who have taken a modern language in high school and have acquired satisfactory preparation may continue the subject in intermediate courses. Freshmen, qualified by previous work and interest in a field, may elect courses above the freshman level on recommendation of the department concerned, the respective Dean and the Director of Admissions. It is advisable that students complete their science requirement during the first or second year.

During the freshman year students should consult frequently with their faculty advisers. Freshmen are encouraged to talk with their advisers about any aspect of their academic experience. The adviser will assist in the choice of a field of major concentration which must be made toward the end of the spring term.

WINTER TERM

During the month of January, the student is given the opportunity through the Winter Program to acquaint himself, through intensive study, with an aspect of a discipline which is not normally the topic of the Fall and Spring terms. Winter programs are offered on a departmental and interdepartmental basis and are structured on three levels: courses without prerequisites (open to non-majors), courses with pre-requisites and courses which are part of the departmental major. All courses contain independent study as a component. Each Fall the Curriculum Committee of the faculty publishes a Winter Term catalogue. A student may not take his freshman and sophomore courses within the same department. A department may not require more than two Winter courses as part of its major program. All Winter courses are graded on a Distinction, Pass, Fail basis.

All students involved in foreign language courses numbered 11.1 and 11.2 may be required to participate in a continuing program during the Winter term. Programs intended to fulfill the Physical Education requirement also continue through the Winter term.

MAJOR CONCENTRATION

In registering for his major program the student normally consults the chairman of his chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

Departmental major requirements differ, but they all include courses so chosen from the student's department and other departments that they form an integrated and coherent whole and a logical pattern leading to a deepening intellectual experience. In addition to the specific courses required for a particular major, cognate courses may be recommended to further the student's particular academic interests or intentions.

By faculty legislation, the College is gradually converting to a new senior work plan. Departments operating under the current plan require a minimum of 8 and a maximum of 12 Fall and Spring courses within the Department. Departments on the new plan require a minimum of 10 and a maximum of 14 Fall and Spring courses. The standard senior work plan carries two course equivalents, the new plan carries three. Where honors programs are separate from Independent Study they carry two course equivalents. The senior program courses may be distributed over the Fall, Winter, and Spring terms.

Should a student not be satisfied with his first choice of major he may, before the beginning of his third year, change to another major. Prior to the change, however, he should obtain assurance from the department to which the change is contemplated that he will be able to meet its major requirements. After the beginning of the third year a student may change his major only for exceptional reasons and with the consent of the Dean of Men or the Dean of Women. (See the Departmental Program below.)

Where a joint major involving two or more departments is desirable a single General Examination will be taken. Details should be worked out with the department chairmen involved and cleared through the Senior Work Committee.

STANDARD SENIOR PROGRAM

Each senior enrolls for the normal four courses in the Fall and Spring terms as well as the Winter program. Independent Study counts as two courses in the student's schedule but is not graded.

Independent Study may be distributed among the Fall, Winter and Spring terms in whatever way the department deems appropriate. Independent Study leads to the General Examination which is usually taken in May. For successful completion of the General Examination the student receives credit for two course units.

NEW SENIOR PROGRAM

The student will register for Independent Study, the schedule of meetings and work in such course to be entirely at the discretion of the department. The work will be graded and assigned a value in course units. In May of his senior year, the student will also take a General Examination for which he receives a grade. The combined total of Independent Study and General Examination shall be three course units. All students register for the normal four courses in the Fall and Spring terms and the Winter Program; the department shall determine how the course units granted for Independent Study and the General Examination are to be distributed throughout the three terms.

Departments indicate in their course descriptions whether they are on the Standard Senior Program or the New Senior Program.

DEPARTMENTAL HONORS PROGRAM

A student wishing to work for Honors in his major field seeks admission

to the Program by applying to the chairman of his department during April of his junior year and by proposing an investigation of a problem of sufficient importance and scope to serve as the equivalent of two courses. If the department chairman and staff approve the proposal, a departmental adviser is designated and the proposal is forwarded to the Faculty Honors Committee for its action. In order for the student to be admitted unconditionally to the Honors Program he must have term averages of 80 or better in two of the three fall or spring terms previous to application. He may be conditionally admitted to the Program if he has an average of 80 or better for one of the three previous fall or spring terms. In such cases final acceptance is contingent on his achieving an average of 80 or better during the term in which he applies.

When the candidate is admitted to the Program, his department assists him in working out an appropriate plan of preparatory reading and research to be completed during the summer before his senior year. His work during his senior year is done individually, but is directed and supervised through frequent meetings with his Honors adviser.

The project culminates in the presentation of a thesis and in an oral examination conducted by a Board consisting of members of the major department and one member from outside the department. Three copies of the typed thesis are submitted by April 20 of the senior year, and the original copy is deposited in the College Library. The oral examination is held prior to the General Examination period in May.

To receive Honors, the candidate must have an average of 80 or better in all work taken in his major department, at least an 80 in the General Examination, and he must have a grade of 85 to 88 inclusive in the Honors project.

To receive High Honors, the candidate must have an average of 85 or better in his major department, at least an 85 in the General Examination, and he must have a grade of 89 to 92 inclusive in the Honors project.

To receive Highest Honors, the candidate must have an average of 85 or better in his major department, at least 88 in the General Examination, and he must have a grade of 93 or better in the Honors Project.

These Honors are printed on the Commencement program and in the next annual Catalogue, and will be certified to, when requested, by a written certificate from the Registrar and the chairman of the department, stating the nature and quality of the work done.

The Departments of Chemistry, Economics, History, and Psychology have been granted permission by the Faculty Honors Committee to change the qualification procedure for Honors. Candidates in these Departments should consult the Department Chairman in each case.

THE DEPARTMENTAL PROGRAM

Some departments offer a program of study that measures a student's achievement at two levels:

The Qualifying Level. A student must be able to use the methods and language of the discipline, and he must demonstrate a command and a comprehension of a part of the subject matter of the discipline. A student whose development and achievement follow average patterns should be able to qualify in several subjects by the end of his second year.

The Comprehensive Level. A student must demonstrate his general comprehension of the discipline after he has done advanced work under the direction of the Department. The average student will be able to complete a Department's major program two years after he has qualified for advanced work in that Department.

A department adopting this Program will so announce to its majors.

PROGRAM OF DEPARTMENT SCHOLARS

In order to encourage superior students and to free them for more rapid progress and more individual work in a course, the following program of Department Scholars is established:

If a student thinks he can effectively do the work of a course independently of the class meetings, the student may apply to the instructor of the course, at any time before the end of the third week of classes, to be designated a *Department Scholar in the Course* with the following privileges:

I. (a) Be excused from all requirements of attendance in class, except that attendance may be continued if the student desires.
(b) Be excused from all quizzes and examinations except the final examination.
(c) Be excused, as the instructor shall determine, from any written work, laboratory work, or deadline for written reports, except that all work from which he is not excused shall be submitted at least one week prior to the end of classes.

II. The following conditions must have been satisfied:
(a) The student must have completed at least one term's work in the Department.
(b) A freshman shall have an average of at least 90 in all work already taken in the department; a sophomore, an average of at least 89; a junior, an average of at least 88; and a senior an average of at least 87.

The application of the student shall include a list of the courses taken in the department, with the Instructors and the grades obtained, and a short statement as to the student's reasons for wishing to be a Department Scholar. If the Instructor and the Department Chairman, after consultation with the other instructors in the department whom the student has had, believe that the student can profitably accomplish the work of the course under these

privileges, they shall designate the student a *Department Scholar in the Course.* The course grade shall then be determined on the basis of the required written work submitted during the term (not in excess of that required of the regular members of the course) and of performance on the final examination. The student shall be informed of the relative weights of these two factors when the designation of Department Scholar is obtained. Moreover, the designation shall be included with the Registrar's record of the grade in the course, and the respective Dean shall be informed when a student becomes a Department Scholar.

DEGREE REQUIREMENTS

In addition to the freshman and major requirements, certain distribution requirements must be met before the Middlebury College degree is awarded.

1. To be eligible for a degree a student must successfully complete 32 Fall and Spring term courses or their equivalent and 4 Winter courses. No more than 14 Fall and Spring courses may be in the same department (Standard Senior Program: 12 courses). Only 6 courses with D grade may be applied to the degree requirements.

2. Freshmen may not elect more than one course in a subject in a term.

3. The last academic year of undergraduate work must be spent in residence in Middlebury, except as provided in the Technical, Medical, and Dental School Plans.

4. Before graduation every student must meet, in addition to freshman requirements, the following Group Requirements:

GROUP A—Two term courses of a literary and humanistic rather than a technical character. The courses that meet this requirement are marked with § in the listings of the departments of American Literature; English and Drama; Fine Arts; Music; Philosophy; Religion; Classics; French; German; Russian; Spanish and Italian.

GROUP B—Two term courses chosen from the social and behavioral sciences. Any course given by the departments of Economics, History, Political Science, Psychology, or Sociology may be used to fulfill this requirement, as may Geography 10.1 and 10.2.

GROUP C—Two term laboratory courses chosen from among the natural sciences and in one of the following departments: Biology, Chemistry, Geology, or Physics.

GROUP D—A fourth term course (21.2), or its equivalent, or a more advanced course, chosen from among the ancient or modern foreign languages. The equivalent is defined as an examination on the Qualifying Level (see p. 21) to be given by each department during the first week of the Fall term.

5. All students are required to complete two years of Physical Education. This requirement should be completed by the end of sophomore year.

TRANSITIONAL REGULATIONS FOR 4–1–4 CURRICULUM

Adaptation to the 4–1–4 Curriculum in the Fall of 1968 required a series of transitional requirements for the classes previously enrolled under the two semester plan.

Graduation Requirement: Students who entered Middlebury prior to September 1968 may complete graduation requirements as follows:

Credits (as of Sept. 16, 1968)	*Terms to be completed*	
	Fall or Spring	Winter
105	1	0
101	1	1
86	2	1
75	3	1
71	3	2
56	4	2
45	5	2
41	5	3
26	6	3
15	7	3
11	7	4

D Credits: Students who entered Middlebury prior to September 1968 will be permitted to credit D's to their record as follows:

D credits for courses started prior to September 16, 1968	D credits for courses started on or after Sept. 16, 1968
22 or more D credits	0D's
18 to 21 D credits	1D
14 to 17 D credits	2D's
10 to 13 D credits	3D's
6 to 9 D credits	4D's
2 to 5 D credits	5D's
0 to 1 D credits	6D's

Credits in a Major Department: A student may count either 48 credits or 12 courses (54 credits or 14 courses for departments on the new senior program) in his major toward graduation requirements. For those intending to graduate in June 1969 the maximum may be computed according to either system counting 3 or 4 (in the case of laboratories) credits per course.

Transfer of credits: Ordinarily a regular semester course at another institution will be considered the equivalent of a course at Middlebury. "Regular semester course" may be defined as any of the following: 3 or 4

credits, 3 or 4 hours per week per semester, 39 or more 50 minute periods or their equivalent. The Dean of the College has discretion to decide on courses which do not specifically meet the criteria outlined.

Students who leave without completing the graduation requirement may transfer up to 10 credits or

7 credits plus one course ,or
4 credits plus 2 courses, or
3 courses in order to complete the graduation requirement.

Failure in a Winter course cannot be satisfied by transfer credit.

HONOR CODE

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests, and final examinations are un-proctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Honor Board which is totally student managed. Anyone who observes an infraction should report the offense to the Honor Board. Any infraction of the Honor System is punishable by dismissal from College.

SCHOLARSHIP

When a student enters Middlebury College, he becomes a member of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though he is required to register for a certain number of units each term, his commitment to his own education will undoubtedly involve many more hours a week in reading, in laboratory work, and in preparation for his classes than he will spend attending classes.

Scholarship is graded on the scale of 100. Grades are interpreted as follows:

A 90 to 100 Excellent
B 80 to 89 Good
C 70 to 79 Fair
D 60 to 69 Passing
F Below 60 Failure

ACADEMIC HONORS

The College recognizes superior academic achievement in the following ways:

Dean's List. Students who attain an average of 85 or better in their

courses at the end of a Fall or Spring term, and who have no grade below 80 are placed on the Dean's List. For students on the Dean's List attendance at classes is at their discretion as long as the quality of their work is maintained.

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election at the beginning of their senior year on the basis of three years work at Middlebury, or at the end of their senior year on the basis of four years work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Departmental Honors are awarded upon graduation in recognition of superior performance in the student's major field. See pages 19–20 for description of this program.

Commencement Honors. Commencement honors are awarded for high scholastic rank. The degree of A.B. is conferred *cum laude* upon those who have attained an average rank for their entire work at Middlebury of 85 to 88.99; *magna cum laude* if that rank is 89 to 90.99; *summa cum laude* if it is 91 or above.

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of these awards is found on pages 127–135.

Special Instructional Programs

SPECIAL PROGRAMS

Combined Professional School Plans. (Three Year Plan) Students normally spend four years at Middlebury before going on to graduate school or to professional schools. However, a student preparing for engineering, architecture, medicine, or dentistry who wishes to limit his education at Middlebury to three years may, under certain conditions transfer at the end of his junior year at Middlebury to an accredited professional school which requires a minimum of two more years of study for engineering, two or three years for architecture, and four years for medicine or dentistry. He may, upon receipt of the professional degree, become eligible, by vote of the Middlebury faculty, for a Middlebury A.B.

For pre-engineering students Middlebury has formal agreements with Columbia University School of Engineering, the Duke University School of Engineering, and the University of Rochester which ensure admission to these schools on a combined five-year course of study. Students wishing to take advantage of any three year plan should consult Prof. Edwin L. Pool, the Chairman of the Pre-professional Committee, for detailed descriptions of the Middlebury course requirements. Any freshman even tentatively committed to Pre-professional studies should consult Prof. Pool during the Fall term.

Pre-Medical/Pre-Dental Program. Although many students planning to attend dental or medical school following their graduation choose the joint Biology-Chemistry major, they may properly elect any undergraduate major. However, it is essential that their program include at least the minimal selection of courses required by the professional schools to which they will be applying. To insure this, all such students should consult with the chairman of the Pre-professional Committee for approval of their academic programs.

During May of their junior year most premedical students take the Medical College Admission Test (Dental Aptitude Test, for predental students.) Also at this time, the students obtain recommendation forms and distribute them to faculty members of their choice. Early in the senior year, the Pre-professional Committee on the basis of an interview with each student and consideration of their faculty recommendations, prepares committee recommendations and letters to be sent to the professional schools.

Very able students may choose the combined professional school plan which permits the student to leave Middlebury at the end of the junior year. (See above: Combined Professional School Plans).

Environmental Studies. Middlebury College has inauguarated an interdisciplinary major in Environmental Studies, with Fields of Emphasis in Ecology, Earth Science, and Human Ecology. Middlebury's locale affords a

unique opportunity for field work in these areas, and the Environmental Studies major is designed to take full advantage of this opportunity. The major is intended for the student who comes to Middlebury College with a firm background in science and an interest in such interdisciplinary careers as terrestrial or marine ecology, oceanography, earth science, physiography and human ecology.

The curriculum is carefully constructed from the College's offerings. Depending on his Field of Emphasis, the student essentially fulfills the departmental requirements for a major in Biology (Ecology), Geology (Environmental Geology), or Geography (Human Ecology). Moreover, all students majoring in Environmental Studies take a common core of courses in Biology, Geology, Geography, Mathematics, Physics, and Chemistry. The Ecology and the Environmental Geology programs include particular additional courses in the natural sciences, whereas the Human Ecology program includes particular additional courses in the social sciences. The depth in his Field of Emphasis, and the breadth in the core courses, give the student a foundation and perspective in environment that is appropriate to the liberal arts tradition. Also, the breadth releases the 2 unit Independent Study and General Examination from the confines of a departmental major, permitting instead the study of a topic that has interdisciplinary aspects, and permitting occasional interdisciplinary seminars.

Students interested in this program should consult with the staff of one of the participating departments (Biology, Geology, or Geography) about specific course requirements. The program should be started in the Freshman year, in order to fulfill prerequisites for further study.

Junior Year Abroad. The College permits certain well-qualified students to spend the junior year studying abroad. Students applying for permission to study abroad are judged on two principles: the extent to which they will profit from such study and the impression they will create abroad as representatives of Middlebury College. Ordinarily such students are expected to participate in one of the established foreign study programs. Students in these plans receive credit from Middlebury after submitting proper credentials.

Students may also make individual arrangements for study abroad and may be granted a year's leave of absence from the College. No guarantee of credit is made in advance, and it is the responsibility of the student to present evidence that the work done abroad has been similar in kind and quality to that expected of him at Middlebury.

Students interested in a Junior Year Abroad program should discuss their plans early with their faculty adviser and the Dean.

Critical Languages Cooperative Program. Princeton University has recently established a Cooperative Undergraduate Program for Critical Languages and has invited Middlebury College to participate. The essence of the Program is that a student spends his junior year at Princeton, having acquired at least an elementary knowledge of the language he wishes to

study. If the language is not available at Middlebury, he takes an intensive course at an approved summer school before going to Princeton. After the year at Princeton a student may take a second summer of language training before he returns to Middlebury for his senior year and the A.B. degree. Participation is competitive. The languages available are Arabic, Chinese, Japanese, Persian, Russian and Turkish supplemented by relevant area studies in the humanities and social sciences.

Teacher Education Program. Middlebury has always prepared teachers for the public and private schools. A special program of guidance for prospective teachers has been organized to help them develop those qualities, personal as well as scholarly and professional, which are most to be desired in effective teachers. The Teacher Education program offers opportunities for practice teaching on the elementary and secondary levels. Students who complete the Teacher Education Program should be able to gain provisional certification in most states. The director of Teacher Education is also available to advise students on M.A.T. programs and to assist in securing teaching positions.

R.O.T.C. The Department of Military Science conducts courses in military subjects in accordance with the Army General Military Science curriculum. The objective of the Military Department is to prepare all Advanced Course R.O.T.C. students for a commission in the Regular Army or the Army Reserve. See pages 124 to 126 for complete description.

Facilities

THE EGBERT STARR LIBRARY

It is the aim of the Library to provide for the intellectual needs of students and faculty, to encourage recreational reading, and to stimulate a love of good books.

Built in 1900 of six kinds of Vermont marble with funds bequeathed by Egbert Starr, the Library's capacity was more than doubled in 1928 by the addition of two wings given by his son, Dr. M. Allen Starr. Additional wings and a remodeling of the main building were completed in 1962.

The collection numbers about 180,000 volumes in all fields of knowledge, plus about 95,000 government documents. Especially noteworthy are the large sections in foreign languages: French, German, Italian, Russian and Spanish. The Library regularly receives about 1000 newspapers and periodicals. Students have free access to all the main stacks. During the summer, the Library serves the six Summer Language Schools on the campus as well as the School of English and the Writers' Conference at Bread Loaf.

The Abernethy Library is built around the nucleus of rare books bequeathed by Dr. Julian W. Abernethy and comprises one of the best collections of American literature in the country. It contains over 10,000 volumes in first edition and about 1,000 manuscripts, mainly autograph letters of American authors. The room, furnished by Frank D. Abernethy, brother of the donor, serves the double function of treasure room and reading room.

As part of the Abernethy Library, the Robert Frost Room has 300 volumes of Frost's books and books on Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the Collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings, and original manuscripts.

Another collection unique in its field is the Helen Hartness Flanders Collection of over 9,500 New England items, including Child Ballads, ballads and folk songs of British and American origin, religious songs, fiddle-tunes and call-sets which have been recovered through oral transmission. There are about 4,400 mechanical recordings. Its library contains rare books, broadsides, chap-books, manuscripts, books on folklore as well as American and British regional collections and current folk song journals.

Specialized collections of the Library's books are also housed in the Chemistry Building, Warner Science Hall, the Château, and the Christian A. Johnson Memorial Building.

COMPUTER FACILITY

Teletypes are located in Munroe Hall that connect directly with a

GE-625 computer at Dartmouth College. These provide students with access to a computer for class and laboratory work or for individual projects, using BASIC and other computer languages.

BUILDINGS

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was completely remodeled in 1941 and turned over to administrative offices. Here are located the Old Chapel Room and the offices of the President, the Vice President, the Treasurer, the Deans, the Registrar, the Business Manager, the Comptroller, and the Editor of Publications.

Allen Hall (1963) is constructed of slate from Fair Haven, the home for many years of Cecile Child Allen '01, in whose memory it is named. It houses seventy women students and four house residents and is divided into four separate sections of varying size. In each section is a suite for the resident and a study lounge. Women agreeing to speak German, Russian, or Spanish are assigned to separate sections, each under the direction of a resident speaking that language.

Atwater House is a three-story white frame dormitory on a tree-shaded street close to the campus, with accommodations for twenty students.

Battell Halls (1950 and 1955) are located on the approach to the Château, and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty women.

Bread Loaf Campus. Located twelve miles to the east of the village of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell; and has since been augmented by the construction of a library, a little theatre, and other housing accommodations.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr, '01, a former Trustee. Used for the Fine Arts for nearly twenty years, it was converted in 1968 to use as a College Dispensary until funds become available for a new building to serve this purpose.

The Château (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Château is one of the oldest and still the largest "maison française" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Château contains a large salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period; a library, classrooms, offices, a dining room, and rooms for forty-eight women.

Charles A. Dana Auditorium, completed in September 1965, and

named in honor of Mr. Dana, benefactor of the College, is a fine modern 270-place amphitheatre. Functioning as a part of the Sunderland Language Center, and connected with its electronic studios, it is used not only by the Language Schools, but by the whole College for concerts, lectures and other academic and cultural meetings.

Chemistry Building, constructed in 1913, housed that department until it moved in 1968 into the new Science Center; and, is now awaiting renovation.

Christian A. Johnson Memorial Building (1968). The gift of The Christian A. Johnson Endeavour Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story open exhibition hall. The building is located on the site of the former music studios south of the Wright Theatre.

The Deanery and the Faculty House. The acquisition and restoration of these two brick buildings adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in providing housing accommodations for members of the faculty and staff, at the same time restoring and preserving outstanding specimens of early American architecture.

Economics House (1909) houses the Faculty Lounge; the offices, library, and rooms of the Economics Department; and the Alumni Center, with offices of the Alumni and Alumnae Secretaries and the Placement Bureau.

Forest Hall (1936) is a women's dormitory constructed of grey limestone and containing sixty-three double suites of two rooms and connecting lavatory, attractive reception rooms and dining rooms. It was built with funds derived from the sale of a large acreage of mountain forest to the federal government.

Gifford Hall (1940), a five-story grey limestone men's dormitory overlooking the campus, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time trustee of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn, '71, is a five-story dormitory of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958–59 as a dormitory for freshman men.

Hillcrest (1918) is a three-story white frame building, housing students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead, '64, stands on the highest eminence of the campus, and the light which shines nightly

from its spire is a county landmark. Across its façade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a large pipe organ. In the tower is a carillon of eleven bells which are played daily by a student from 5:30 to 6:00 while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Munroe Hall (1941). Many of the departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe, '96, a former trustee. The interior is modern while the exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

New Residence Halls for Men and Women: As the beginning of a modest planned expansion, the College will open new residence facilities on the hill beyond Pearsons Hall early in 1969. Designed to blend with the traditional Middlebury stone buildings, the new residences are modern in general concept incorporating a suite plan of rooms. Housing 111 women and 132 men, the two structures will be joined at the ground level with lounge and recreational facilities common to both.

New Dining-Social Units: Now under construction at a distance beyond the new residence halls are the first three of an eventual nine units to be built around a serving kitchen, each separately articulated architecturally. The dining capacity of 125 students which each of these units provides will permit extending into the upperclass years co-educational dining, offered hitherto only in Proctor Hall during the freshman year. Primarily, however, the social facilities integral to each unit are designed to initiate a more wholly co-educational social life than can possibly be developed when centered around the separate housing facilities which comprise a college residence system. Assignment of men and women students to those units will take place at matriculation.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodelled in 1936, it is a men's dormitory.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for junior women.

Porter Hospital (1925) is a fireproof brick building with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. In 1960 the building was completely renovated and a substantial wing was added. The Hospital has a 48-bed capacity, modern equipment, graduate nurses always on duty, a resident surgeon, and local physicians on call.

Recitation Hall (1917) is a frame building renovated to provide class-

room, laboratory, and storage facilities for the departments of Geography and Psychology.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, trustee and benefactor of the College, is the Dining Hall—Student Center. It contains student lounges and offices, a bookstore, the College Radio Station, Offices of the Chaplain, Director of Food Service, and other facilities. The large dining room, accommodating four hundred students by counter-buffet service, permits the entire freshman class, both men and women, to eat together during their first year in college.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics. Eventual expansion plans call for a fully integrated facility for all the natural sciences.

Starr Hall (1861) was erected to complete "Old Stone Row"—Painter, Old Chapel, and Starr—and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory for freshman men.

Starr Library (1900), including also the Abernethy Library and other collections, is described above.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two men in double rooms and an apartment for the faculty resident. Located on the upper campus south of Hepburn Hall, it enjoys attractive views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center, completed in September 1965, and named in honor of the late Edwin S. S. Sunderland, trustee and benefactor of the College, is the headquarters of the Foreign Language Division and the Summer Language Schools. Its modern audio-visual classrooms, recording and transmission studios, connecting with 63 library-type cubicles equipped with the latest devices for individual language study make this the finest Language Center in the country.

Warner Science Hall (1901) houses the lecture rooms, laboratories, and libraries of Biology. It was built through the benefactions of Ezra J. Warner, '61, as a memorial to his father, once a trustee of the College. The Natural History Museum on the upper floors houses a large collection of fossils of Vermont and the Champlain Valley and a complete series of the flowering plants and ferns of the region. A modern greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Directors of Admissions, the Teacher Training Program, and Financial Aid.

Wright Memorial Theatre (1958), the drama and speech center, includes a 400-seat auditorium, a drama workshop, rehearsal rooms, debate rooms, classrooms and faculty offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

ATHLETIC FACILITIES

The World War II Memorial Field House (1949) is a building 400 feet by 120 feet, located on South Main Street adjacent to Porter Field and the Fred D. Lang Memorial Field. Accommodations in this building provide for large assemblies, dances, an indoor skating rink with artificial ice, regulation and practice basketball courts, a field cage, badminton, tennis, and volley ball courts, offices and other facilities. The headquarters, offices, rifle range and supply rooms of the R.O.T.C. unit are also located here.

Beyond the Field House is the Middlebury College Golf Course, a nine-hole course owned and operated by the College.

The Porter Athletic Field of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, soccer and lacrosse field, and bleachers.

The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available for intramural sports.

Sixteen outdoor tennis courts are located on the campus.

The mountain campus includes the Middlebury College Snow Bowl containing an eight-mile cross-country ski trail, three Poma ski lifts, six slalom and downhill trails and slopes, and two jumps. The 3,185-foot ski lift is the first installed by any college and the 50-meter Gignac Memorial Jump is the largest collegiate jump in the country. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities, and a library reading room. Its glass-walled main floor, balcony, and terrace afford a magnificent view of the lifts, slopes, and jumps.

McCullough Gymnasium for Women (1912) is of marble in colonial style and contains facilities for women's indoor athletic activities, squash and handball, body mechanics, and dance as well as arrangements for indoor archery, golf, and battleboard tennis. Offices, lecture room, lounge, and locker room are included. The campus also has a large playing area for women's outdoor sports, field hockey, lacrosse, softball, and golf practice.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A.

competition requirements, is for the use of the entire college. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson, '25.

Development Program

The long range Development Program, inaugurated in 1954, seeks the additional funds necessary to provide increased teaching resources and academic facilities required to sustain Middlebury's educational objectives.

Instructional plant needs require funds for the development of the Science Center and for renovation of older Science buildings. Residential facilities would be improved greatly by gifts for new Residence Halls, new Dining-Social units and for equipping and endowing the Student Health Center. Funds for a Studio for Modern Dance and additional athletic fields are required to meet needs in physical education.

Major attention is being given to the need for increased endowment. Gifts and bequests particularly helpful would be directed in support of increased funds for faculty research, for an improved faculty study and research leave program, for visiting lectureships, for library and fine arts acquisitions, and for scholarships.

The endowment of a professorship is one of the finest and most rewarding contributions that can be made to a college. Necessary funds for such an endowment would range from $400,000 to $500,000. The endowed professorships currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886–87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorships of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)

The Administration will be happy to discuss any of its future plans with friends of the College. Forms for gifts and bequests for endowment, general, and specific purposes are as follows:

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . for the uses and purposes of the said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . to be known as the . . . . . Fund, the principal to be invested and reinvested in its discretion, and the income therefrom to be used for the purposes of . . . . . If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, the Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

Middlebury College is accredited by the New England Association of Colleges and Secondary Schools, and the Vermont State Department of Education.

The New England Association of Colleges and Secondary Schools accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

College Regulations and Services

THE COLLEGE furnishes each student with a pamphlet of regulations containing detailed information as to enrollment, attendance, scholarship, examinations, athletics, and student activities. All students are responsible for a thorough knowledge of and compliance with these regulations.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as undesirable, without assigning any further reason therefore. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Course Changes. No change in studies is allowed during the first week of the classroom work except by the permission of the student's adviser. During the second week of classroom work a change may be made only with the permission of the adviser, the respective Dean and the instructor involved and the payment of a fee of $5. After the second week of classroom work no change may be made except within a department and upon the initiative of the instructor. No refund of fees for extra courses or for the use of laboratories is allowed after the second full week of the term.

Grades. Reports of standing are made to the Registrar by the instructors at the end of each term. Faculty members do not give out final course grades.

Students are responsible for keeping parents correctly and currently informed of their standing and progress in college. Final grades and notices of academic probation are sent to parents. Parents are notified when a student is placed on warning in two courses.

The Dean of Men, or the Dean of Women, will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education, and family responsibilities.

"Successful completion of a year" for draft board certification is defined as "approved for continuance in college."

Transfer of Credit. Normally, transfer credits from other recognized educational institutions are accepted only for the purpose of making up deficiencies in the student's Middlebury record. All failures and all D courses in excess of 6 must be made up by means of transfer credits. Whenever possible, the student should secure advance permission to attempt such work at another institution. Transfer of credit forms are available at the Deans' offices. No credit is granted for correspondence courses.

In exceptional cases, and for sound educational reasons, students may

offer the following as equivalent to a year's work or to a Fall or Spring term as appropriate:

(a) Approved foreign study programs.
(b) Summer programs of study approved in advance by the student's major department and the Administration Committee.
(c) Programs of study in conjunction with a Leave of Absence approved by the student's major department and the Administration Committee.
(d) Three or more Advanced Placements at entrance, approved by the departments concerned, as equivalent to a year's work on the recommendation of the Administration Committee.

Failure, Probation, Warning and Readmission. A student who receives two failing grades, three D grades or one failing grade and two D's during a fall or spring term will be dropped from College. First-term freshmen and seventh-term seniors will be reviewed by the Administration Committee prior to final action.

A student who receives two D grades or one failing grade and a D grade in a single term will be placed on probation until the end of the following Fall or Spring term. A student on probation who receives one failing grade or two D grades in the subsequent Fall or Spring term will be required to withdraw.

A student who receives a failing grade in the Winter term while on probation will be required to withdraw; if not on probation the student will be placed on probation for the Spring term. A student on probation from the previous fall and who receives an honors grade for the Winter Session will be removed from probation. A student may not be placed on probation more than twice in his College career.

At any time when a student is failing a course, consistently receiving grades below 70, or in any way neglecting the obligations of a course, he is placed on warning for a minimum of four weeks. At the end of the four-week period he may be taken off warning by the Dean if the instructor certifies that his work has improved sufficiently to warrant this action.

A student who is failing at the same time in three courses is dropped from college if it is the consensus of his instructors and the Dean that his failure is due to lack of application or to negligent attitude.

A student dropped for academic failure will not be readmitted except by special action of the Administration Committee. Readmission is a special privilege, not a right. The Committee will take favorable action only when it is satisfied that the factors which led to failure have been rectified and that the student has both ample motivation and capacity to earn his degree. Mere lapse of time is not sufficient basis for readmission. The burden of proof of motivation and capacity rests with the student. The student is encouraged to enroll at another accredited institution and to achieve a good record there. In some cases, military service or employment related to his interests may be considered as evidence.

Application for readmission is made to the Administration Committee

through the Deans of Students. Any student readmitted will be on probation for the first term following his return and, if dropped a second time, will not be readmitted. A student dropped at mid-years may not be considered for readmission until the following September; a student dropped in June may not be considered for readmission until one academic year has elapsed.

Extracurricular Activities. Middlebury College recognizes the value of extracurricular activities, and students are encouraged to participate in cultural, social, and athletic functions outside of scheduled class work, but participation in such events should not be at the expense of curricular obligations.

Attendance. In order to achieve the levels of scholarship which are the objective of the students and of the College, students are advised to attend all scheduled meetings of their classes. Since the seriousness of absence varies among the courses, instructors announce their attendance policies. Students on the Dean's List, however, are offered the prerogative of voluntary attendance, though they must be present for all pre-announced examinations and may, at the discretion of the instructor, be required to submit promptly all written requirements of the course. Whenever, in the opinion of the instructor, a student's work in a course is being impaired by non-attendance, the Dean is informed and the student must comply with the instructor's requirements for completing the work missed. For students not on the Dean's List, instructors specify the conditions under which work may be made up after a necessary absence. When an absence has not been justified, however, the instructor has no responsibility for aiding the student in making up the work.

When a necessary absence is taken in any course, the student is advised to prepare an "Explanation of Absence" form in the Dean's Office (in the Dispensary Office if illness is the cause) and to submit the form to the instructor. Absences are not excused by the Dean or Doctor prior to a student's being placed on warning, except for a necessary absence from a pre-announced examination, or for an absence due to an emergency. The explanations are for information only. The Dean's Office periodically submits to the faculty the names of students who are to be absent while participating in approved extracurricular activities.

Reasons for absence which are usually accepted by the instructor and the Dean are necessary employment, illness (verified by the College Physician), participation in recognized extracurricular events, and emergencies.

Tardiness from a class or exercise is recorded as an absence.

A student who is absent from a pre-announced examination without excuse receives a failure for the examination and is not granted the privilege of making it up.

Auditing. With the advance permission of the instructor and the Dean a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit,

but in no case can the student receive credit for auditing. Occasional visiting is also allowed with the previous permission of the instructor.

Motor Vehicles. Qualified students are permitted to have or to operate a motor vehicle after the beginning of their sophomore year.

RESIDENCE HALLS

Middlebury is a residential college. All single men live in the residence halls or fraternity houses; all women live in the residence halls.

Reservations are made by upperclassmen during the spring for the following year. Students reserving rooms are responsible for the year's rental charge, unless special arrangements are made with the Director of Dining Halls at the time the room contract is signed. All rooms are assigned subject to residence halls regulations and the terms of the room contract. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls regulations, and forfeit the room charge already paid. The College does not accept responsibility for loss of money or other personal property or damage thereto while located in the Halls. The Director of Residence Halls reserves the right to remove from a student's room any item which constitutes a safety hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, expect for seniors, are vacated in June on the day following the student's last final examination. Residences are closed during the Thanksgiving, Christmas and Spring vacations, and students may not have access to rooms during these periods.

Men's Residences. Preference in choice of rooms is given to students in order of classes. Hepburn and Stewart Hall are reserved for freshmen. Residence Halls are furnished with single or double-deck beds, mattresses, desks, dresser and chairs. Bedding, pillows and other accessories are furnished by the occupants. Room fees include heat and electricity, and maid service once a week. Students provide their own laundry service.

Student proctors in the upperclass Halls report to the Dean of Men and the Director of Residence Halls and represent the interests of both students and administration in matters concerning residence life. Junior Fellows in each section of the freshman halls have similar functions and in addition work closely with the Deans and the freshman counselors.

Freshman men are required to dine in Proctor Hall. Other students may dine there, or at fraternity houses, or at restaurants in town.

Women's Residences. Each of the residences for undergraduate women is under the supervision of a head resident. The room charge includes heat, light and limited maid and janitor service. All rooms are furnished with single bed, pillow, mattress, study table, chiffonier or dresser, and chair for

each student. Students provide their own bed linen and towels and provide for their laundering. All resident women students dine in college dining halls. Freshman women dine with the freshman men in Proctor Hall.

Women's residence halls include Forest Hall, Pearsons Hall, Battell North, Center, and South. The Château and Allen Hall accept qualified students who are interested in acquiring facility in spoken French, German, Spanish, or Russian.

FRESHMAN WEEK

Directly preceding the opening of the fall term, there is a four-day period of orientation to assist freshmen in adjusting to the college community. The program includes Freshman Convocation, an informal assembly, registration, receptions and social gatherings, lectures by members of the college personnel, and placement tests. Each student is assigned to a faculty counselor. Freshmen are also assisted by upperclass student advisers.

CHAPEL SERVICES

On the highest eminence of the campus stands Mead Memorial Chapel, where members of the community may gather for common worship. During the week there are occasional services conducted by the chaplains, faculty members, and students.

The main weekly service is on Sunday morning. The sermons are delivered by the Chaplains, visiting clergymen, and faculty members. During 1967–68 Dr. Ben Herbster, president of the United Church of Christ, the Reverend James Breeden of the Massachusetts Council of Churches, Professor Richard Hettlinger of Kenyon College, and Professor Paul L. Lehmann of Union Theological Seminary were among the guest preachers.

In addition to services there are occasional lectures by eminent scholars, lay and clerical, who discuss topics of contemporary interest in theological and cognate fields.

The chapel program is entirely voluntary. It is Christian in emphasis and ecumenical in breadth.

ENDOWED LECTURESHIPS

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

William H. Edmunds '17 Memorial Lecture. Established by Vermont Transit, Addison and Chittenden Trust Companies in memory of William Edmunds. Income may be used to provide a lecture on the Middlebury campus in the Social Sciences.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

Samuel S. Stratton Lecture. Established by 1962–63 gifts to the Parents' Fund to

honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

Class of 1914 Lectureship Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

The Willard Duncan Carpenter '14 Memorial Lecture. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. For an annual lecture in economics by a visiting economist from a leading university, industry or government.

HEALTH MEASURES

The College Medical Fee provides for the services of a full-time physician who serves as Medical Director for the College. The Medical Director is assisted by two full-time registered nurses who provide round-the-clock attention at the College Dispensary. In addition to out-patient treatment at the Dispensary, space is provided for bed care of minor illness. The Medical Fee provides for four days of care for each student at the Dispensary without charge each year. In addition the Medical Fee covers accident insurance for all students. The Town of Middlebury has a well equipped hospital; there is a surgeon member of the American Board on the staff. Extensive medical facilities are available at Mary Fletcher Hospital in Burlington.

The Medical Director of the College has general oversight of the health needs of the student. Every freshman must present before matriculation a satisfactory health certificate signed by a physician. Physical measurements and health records are filed and corrective exercise recommended when needed. All freshmen and sophomores who are physically able are required to participate in organized physical activities at least two periods a week. The College reserves the right to ask the withdrawal of any student whose physical condition is not satisfactory. A student may be requested to have a thorough physical examination once a year or whenever considered necessary by the Medical Director. The Medical Director authorizes all absences due to illness.

The College maintains a Psychiatric Adviser on its administrative staff. He is a fully qualified psychiatrist and is on the campus two afternoons a week. Students may visit him directly or be referred to him by the Deans or by the Faculty Advisers. There is no charge for this service, but if, in the opinion of the Psychiatric Adviser, a student needs a continuing program of psychiatric assistance, such a program is arranged and financed privately by the student. The Psychiatric Adviser is in constant touch with the Deans and advises the College of all matters involving the mental health and welfare of the students.

EXTRACURRICULAR PROGRAM

The relatively small size of the College permits participation in a

variety of extracurricular activities by all undergraduates. Theatrical productions, sports events, debates, lectures and weekend mountain trips are scheduled throughout the year.

Concert-Film. Outstanding artists and films are brought to the campus under the supervision of a faculty committee appointed for that purpose. All regularly enrolled students are admitted to these concerts and films without charge.

Many other special lectures are sponsored by the College, under special funds, or through various departments and organizations.

Conference. An annual two-day symposium is held at which outstanding authorities in the fields of the arts, literature, economics, politics, religion, and science discuss with the students problems of current significance.

Religion Conference. In 1953 a group of students organized and raised money for a weekend conference on religion. They envisioned an annual event for the purpose of "exploring the meaning of religion in modern life." In 1957, Mr. Don Mitchell established an endowment to insure an annual income for the Religion Conference. As a result this conference has become one of the important occasions in the college calendar.

Radio Station. Students operate an F. M. radio station licensed by the F. C. C. as a 10 watt educational facility. Programming features music, sports, interviews and news.

ATHLETICS

Middlebury College is a member of the Eastern College Athletic Conference, the largest collegiate athletic conference in the nation. This Conference has exacting rules of eligibility affecting competition by its members. Middlebury is also a member of the National Collegiate Athletic Association. The College maintains a healthy and active intercollegiate athletic program consisting of ten sports: football, soccer, basketball, skiing, hockey, baseball, track, lacrosse, golf, and tennis. There is also a freshman athletic program in some intercollegiate sports. Colleges of similar size and type such as Amherst, Williams, Wesleyan, Hamilton, and Union are met in most sports. In some sports Middlebury teams meet Army, Cornell, Dartmouth, Harvard, Massachusetts Institute of Technology, Princeton, Rensselaer Polytechnic Institute, and other large institutions. Middlebury, Norwich University, University of Vermont and St. Michael's College play annually for the Vermont State Championship in most sports.

Intramural games are scheduled in basketball, track, golf, rifle, soccer, lacrosse, bowling, tennis, relays, badminton, touch football, volleyball, hockey, softball, and swimming. Skiing and hockey are special features of the winter calendar.

A sports program for women, under the direction of the Department of Physical Education for Women and the Women's Recreation Association, includes intramurals, extramurals with other colleges, and participation in

organized tournaments and meets open to college women. Activities include archery, badminton, basketball, bowling, diving, field hockey, folk dance, golf, ice skating, lacrosse, modern dance, riding, skiing, softball, squash, swimming, synchronized swimming, table tennis, tennis, trampoline, and volleyball. Performing groups include the Modern Dance Club and the Synchronized Swimming Club.

Students take part in the Annual Winter Carnival which, in the thirty-four years since its inception, has assumed an important role in the social and sports life of the College.

The College does not assume legal responsibility for the expense in caring for injuries sustained by athletes while training for or participating in athletic competition.

ORGANIZATIONS

Administrative organizations include the Interfraternity and Panhellenic Councils and Redfield Proctor Hall Board of Governors.

Honorary organizations on the campus are: Phi Beta Kappa, Waubanake, Blue Key, Mortar Board, Junior Counsellors and Sophomore Guides.

There are also athletic, musical, dramatic, literary, religious, and departmental student clubs.

Ten fraternities are represented: Alpha Sigma Psi, Chi Psi, Delta Kappa Epsilon, Delta Tau Omega, Delta Upsilon, Kappa Delta Rho, Phi Kappa Tau, Sigma Epsilon, Theta Chi, and Zeta Psi; and five national sororities: Alpha Xi Delta, Delta Delta Delta, Kappa Kappa Gamma, Pi Beta Phi, and Sigma Kappa.

Fraternity rushing is held at the beginning of the sophomore year. Sorority rushing takes place at the beginning of the spring term of the freshman year.

PUBLICATIONS

Undergraduates of Middlebury College publish the weekly newspaper, *The Middlebury Campus*. Students assume complete responsibility for the editorial content of the newspaper. The junior class publishes *The Kaleidoscope*, the student yearbook. The *Middlebury Handbook*, giving information about campus organizations and college regulations, is published annually.

New Faces, a publication containing pictures of the members of the entering class, is published each year by the College in cooperation with the students and made available to parents and members of the student body.

The Middlebury College News Letter, a quarterly magazine, is published by the College for its alumni.

Your Family and Middlebury is a quarterly publication distributed to parents and friends.

The Middlebury College Bulletin is published eight times during the college year. Periodic numbers include catalogues of the academic year, the

Language Schools, the Bread Loaf School of English, the Bread Loaf Writers' Conference, and the Graduate Schools Abroad.

VOCATIONAL PLACEMENT

The Placement Office of Middlebury College provides a central source of information on employment for both undergraduates and graduates. Here are filed college credentials, the record of graduate work and further training, and of first and subsequent positions, together with references from teachers and employers.

Opportunities are given students to meet representatives of various vocations and professions and to learn of openings and requirements in their fields of interest. The Occupational Library in the Placement Office assembles recent publications in a wide variety of fields. Many alumni provide vocational advice for undergraduates.

GRADUATE WORK

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Departments of Biology and Chemistry during the regular academic year. Inquiries about these programs should be addressed to the chairman of the department concerned. Graduate students may be enrolled only upon recommendation of the department concerned and approval by the Graduate Work Committee. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 34.1 or above and Mathematics 35.1 and 35.2.

Chemistry: All Chemistry courses numbered 42.1 or above.

In order to serve the needs of graduate students in these departments, cognate courses in other departments may, when appropriate, be raised to graduate level by inclusion of supplemental material.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must complete successfully graduate work equivalent to thirty units of credit. Not less than two-thirds of the required work must be done at Middlebury College and not less than two-thirds of the work to be counted toward the degree must be in the department in which the degree is to be granted.

5. Graduate work done at other institutions may be transferred for

credit toward a Middlebury degree, subject to appropriate conditions, but in no case may credit transferred exceed one-third of the total required for the degree.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree, but in no case may such cognate work exceed one-third of the total required for the degree.

7. All work to be credited toward the degree must be completed with a grade of 80 or above.

8. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition fees for graduate study are the same as those for undergraduate work. There is an additional fee of $15 for the diploma.

Summer Session. Graduate work leading to the Master of Arts degree in English is offered in the summer at the Middlebury College Bread Loaf School of English. Courses, varied each year, are given in English, American, and classical literature, literary history and criticism, dramatic arts, and the craft of writing. Full information about the curriculum and requirements for the degree is given in the Middlebury College Bulletin for the Bread Loaf School of English, published each year in February. All inquiries should be addressed to the Director.

Graduate work leading to the Master of Arts degree is offered in the Middlebury College Summer Language Schools of French, German, Italian, Russian and Spanish. Courses, varied each year, are given in the spoken and written language, literature, civilization, and methods of teaching the language. Students are required to pledge themselves to use only the language of their school during the entire session. Full information about the curriculum and requirements for the degree is given in the Middlebury College Bulletin on the Summer Language Schools, published each year in March. All general inquiries should be addressed to the Secretary of the Language Schools; specific inquiries about admission and courses, to the Director of the School.

Beginning and advanced courses for undergraduate and graduate credit are also offered in Mandarin Chinese, in a ten-week summer session. Full information is given in the special Bulletin on the Summer School of Mandarin Chinese, which may be requested of the Secretary of the Language Schools.

The Middlebury College Bread Loaf Writers' Conference is also held at Bread Loaf during the two weeks following the School of English. This Conference offers lectures, discussions, and private consultations, at the graduate level, in fiction, non-fiction, poetry and children's literature, but does not lead to a degree. Full information is provided in the special Bulletin, published each year in April. Inquiries should be addressed to the Bread Loaf Secretary.

The Graduate Schools Abroad. Middlebury College conducts Graduate Schools of French in France, of German in Germany, of Italian in Italy, and of Spanish in Spain.

The students spend the academic year on a coordinated program of advanced instruction in linguistics, phonetics, literature, history, the arts and social institutions. These courses are followed in the Faculties or other divisions and institutes, or in specially arranged graduate study, in Paris, Mainz, Florence, and Madrid. The students work under the close guidance and supervision of a resident representative of Middlebury College. At the close of the year, final examinations are administered under his direction, and the successful candidates receive the Middlebury Master of Arts degree, in addition to any foreign certificates or diplomas which they may earn.

A preliminary summer of preparation at the Middlebury Summer School is normally required, and only those who prove themselves qualified are allowed to enroll. Members of the group make their own arrangements for transportation, board and room, with the advice and guidance of the Middlebury Director. The Director facilitates worthwhile social contacts and assists their plans for travel, visits to museums, and attendance at theatres and concerts. A special bulletin will be sent on request.

The Degree of Doctor of Modern Languages. In addition to the Master's degree, Middlebury College offers, through the Foreign Language Schools, the advanced degree of Doctor of Modern Languages (D.M.L.). A detailed statement of the requirements for this degree will be sent on request.

Courses

THE DEPARTMENTS OF INSTRUCTION are organized in four Divisions: Humanities, Foreign Languages, Social Sciences, Natural Sciences; they are described in this catalogue in the following order:

Division of the Humanities
- American Literature
- English and Drama
- Fine Arts
- Music
- Philosophy
- Religion

Division of the Foreign Languages
- Classics
- French
- German
- Russian
- Spanish and Italian

Division of the Social Sciences
- Economics
- History
- Political Science
- Psychology
- Sociology—Anthropology
- Teacher Education

Division of the Natural Sciences
- Biology
- Chemistry
- Geography and Geology
- Mathematics
- Physical Education
- Physics

EXPLANATION OF NUMBERS AND SYMBOLS

All regular (not Winter Term) courses except Honors (70) courses are given as term courses, with a final examination at the end of the term. Fall term courses are usually designated by .1 after the number; Spring term courses by .2. The figures .1 and .2 after the same number for two courses indicate that those two courses are complementary and together form an instructional program. The first course may or may not be prerequisite to the second and it may or may not be required to take both courses. Courses numbered 70 (Honors) may be treated as a unit for the year and given a tentative or "in-progress" grade at the end of a term.

Courses numbered 10–19 are usually taken by freshmen; 20–29, by sophomores; 30–39, by juniors; 40–49, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1968–69 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period. Courses marked § satisfy Group A requirement (Page 23). Courses marked † satisfy the foreign language requirement (Page 70).

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Division of the Humanities

Associate Professor David J. Littlefield, Chairman

AMERICAN LITERATURE
ENGLISH AND DRAMA
FINE ARTS
MUSIC
PHILOSOPHY
RELIGION

AMERICAN LITERATURE

Professors: R. L. Cook, H. M. Munford (*chairman*); Visiting Professor: Howard Mumford Jones; Associate Professor: H. P. Beck

The aim of the program in the department of American Literature leading to a major is two-fold: (1) to study the culture of the American people as reflected in their most important writings; and (2) to examine the structure and evaluate the meaning of these writings in the context of the social and intellectual backgrounds. The program, which introduces students to key works, authors, and periods of literature at the undergraduate level of awareness, is designed to lead to the graduate level of experience.

Every student must satisfy a minimum requirement of eight fall and spring courses in the major and two terms of Independent Study. This requirement must include the basic course, the American Novel, four term courses in the department, the General Examination; one year of American History; and two period courses in English Literature beyond the Freshman English course.

The Independent Study program is conducted by a background reading list and group meetings.

Required for the Major: 21.1, 21.2 or the Qualifying Examination (students may qualify for the American Literature major either through their standing in 21.1 and 21.2 or through the Qualifying Examination), 31.1, 31.2; four other fall or spring term courses, Independent Study and the General Examination, one year of American History; and two fall or spring period courses in English Literature.

21.1 American Literature§ Fall, Spring

A study in the growth of American literature from the seventeenth century through the first half of the nineteenth century, as emerging from its cultural backgrounds, and the significance of its major writers: Edwards, Franklin, Cooper, Irving, Poe, Hawthorne, Emerson, Thoreau, and others. Staff

21.2 American Literature§ Spring

A study of the major writers from the second half of the nineteenth century to the present, with emphasis on particular works and their relevance to the more important traditions in American literary history. (Am. Lit. 21.1)

Staff

31.1 The American Novel§ Fall

The development of the American novel; the meaning and structure of the novels of the nineteenth century focusing on particular novels of Cooper, Hawthorne, Melville, Twain, Howells, James, Crane, Norris, and Dreiser. (Am. Lit. 21.1 and 21.2 and permission) Mr. Cook

31.2 The American Novel§ Spring

An analysis of thematic and structural aspects in representative American novels of the twentieth century with concentration on Cather, Lewis, Dos

Passos, Fitzgerald, Hemingway, Faulkner, Wolfe, Cozzens, Warren, Ellison, Malamud, and Bellow. (Am. Lit. 21.1, 21.2, 31.1 and permission)
Mr. Cook

41.1 The American Short Story§ Fall
A study of the development of short prose fiction in America from Washington Irving to the present time. The history of the short story form, techniques, and changing point of view will be considered with special regard to Hawthorne, Melville, James, Crane, Fitzgerald, Hemingway, and others. (Am. Lit. 21.1 and 21.2 and permission) Mr. Beck

41.2 Emerson§ Fall
A study in depth emphasizing Emerson's work in the context of the time, and his reaction to nature, society, culture, religion, and science. (Am. Lit. 21.1 and 21.2 and permission.) Mr. Jones

42.2 Modern American Poetry§ Spring
A study of twentieth century American poetry, and the explication and evaluation of the poems of Robinson, Frost, Pound, Eliot, Crane, Williams, Stevens, Cummings, Marianne Moore, Robert Lowell, Roethke, and others. (Am. Lit. 21.1 and 21.2 and permission) Mr. Munford

[44.1 American Biography§]
A study of the growth of the American mind in the context of social and intellectual backgrounds, exemplified in the Puritan biographies and in the autobiographies of Lyman Beecher, Peter Cartwright, U.S. Grant, Henry Adams, Lincoln Steffens, and in the biographies of Lee, Lincoln, Henry Ford, and others. (Am. Lit. 21.1 and 21.2 and permission) Not to be offered in 1968–69.

[45.1 Seminar]

45.2 Seminar in Henry Adams Spring
A seminar in the thought and art of Henry Adams with special attention to *The Education* and the Novels. (Am. Lit. 21.1 and 21.2, Juniors and Seniors, and permission). Mr. Munford

46.2 Folk Ballads§ Spring
A study of the development of the ballad and related folksongs in America from their European antecedents. Special emphasis will be placed upon the dispersion of ballads, variants, occupational songs, and the relationship of the whole to American literature and literary concepts. (Am. Lit. 21.1 and 21.2 and permission) Mr. Beck

50.1 and 50.2 Special Research Fall and Spring
Open to qualified majors. (Permission) Staff

ENGLISH AND DRAMA

Professors: P. M. Cubeta; H. B. Prickitt (*chairman*), E. T. Volkert; Associate Professors: J. H. Clagett, D. J. Littlefield, E. A. Martin, **R. M. Pack, *C. A. Potter; Assistant Professors: G. W. Bahlke, F. C. Cabot, R. W. Hill; Visiting Assistant Pro-

*On leave, 1968–69
**Part-time

fessor: D. C. Stuart; Instructors: D. DeLetis, W. A. Fregosi, M. S. Gohlke, W. W. Kerrigan, B. Teush; Associate: F. Kaufman

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Mr. Harris, Mr. Sparks

Because of the varied nature of the Department's offerings, courses are designated in the following manner:

L	Literature	TA	Theatre Arts
DL	Dramatic Literature	W	Writing

In registration the symbol Eng. is used to designate all courses offered by the Department. For example, the first semester of the required freshman course would be designated: Eng. L12.1.

The Department offers majors in English Literature and in Drama. Departmental reading lists are provided in each area as a basis for Independent Study and the General Examination.

Required for a Major in English are (1) Interpretation of Literature: an Analytic and Generic Approach (L 12) or Advanced Placement; (2) Interpretation of Literature: an Historical Approach (L 20) or the Qualifying Examination (students may qualify for the English Major either by their standing in L 20 or by the Qualifying Examination); (3) the Senior Program; (4) four other semester courses in literature. Recommended also are courses in Fine Arts, History, Music, Philosophy, and Foreign Languages. Sophomores are encouraged to elect, in addition to L 20, either American Literature Survey (AL 21), or English Novel (L 24), or Classics of Literature (L 33). Juniors are encouraged to elect courses from among the following: Shakespeare (DL 30), Modern Drama (DL 31), Nineteenth-Century Literature (L 37), Eighteenth-Century Literature (L 32), Contemporary Poetry (L 45.2), and a seminar. In addition to the required Senior Program, Seniors are encouraged to elect Renaissance Literature (L 31), Honors (L 70) if qualified, and one or two seminars. Seminar offerings vary from year to year. Juniors and Seniors may undertake Special Reading and Research Projects (L 50, DL 50, or W 50). Only courses designated L or DL count toward the maximum of 14 courses permitted in the major.

The Qualifying Examination will test the student's ability to interpret literature critically and will examine his grasp and comprehension of a literary subject in an historical context. The subject of the Qualifying Examination in 1968–69 will be the Hero in Epic and Romance. The Qualifying Examination will be offered twice: once during the regular examination period at the end of the second semester, when it will incorporate the final examination in L 20, and again in September on the Friday morning before College begins. Any student, with the Department's permission, may take the Qualifying Examination whether he has been enrolled in L 20 or not; a student who does not qualify during the second-semester examination period may take the Qualifying Examination again in September, although his grade in L 20.2 will not be affected.

The Senior Program (for students in the class of 1969 and subsequent classes) consists of the writing of an essay or completion of a project and the General Examination for a total of three courses. Each Senior is assigned to a faculty member for guidance in his essay or project and in his preparation for the General Examination.

The Major in Drama is an area of emphasis within the English Major and as such has no specific course requirements other than English 20. A student majoring in Drama is responsible for the Senior Reading List for English Majors but beyond that has free selection of courses within the English and Drama Department as prescribed in the new senior plan. Theatre Arts (TA) courses are not included in that total.

A student majoring in drama will develop a Senior Project in dramatic literature or theatre arts. In the General Examination he will have a choice of questions dealing

primarily with dramatic literature. The General Examination will consist of two three-hour written examinations and an hour oral examination.

All drama majors are required to serve on one production staff each year either for credit in a Production Seminar or on crew without credit.

Literature

L 12.1 Interpretation of Literature Fall and Spring
Close critical reading of the lyric, short story, novel, and drama. Frequent short critical papers. (Required of freshmen and a prerequisite for other courses offered by the Department.) STAFF

L 12.2 Interpretation of Literature Spring
Continuation of L 12.1. Frequent critical papers. Permission. STAFF

L 20.1 Interpretation of Literature: An Historical Approach Views of the Hero in Epic and Romance§ Fall
A course that will examine through lectures, discussion, and papers such works as *Beowulf*, *Tristan and Iseult*, *Troilus and Criseyde*, the *Faerie Queen*, *Antony and Cleopatra*, *Troilus and Cressida*, *Paradise Lost*.
Mr. MARTIN AND STAFF

L. 20.2 Interpretation of Literature: An Historical Approach Views of the Hero in Literature from the Eighteenth to the Twentieth Century§ Spring
Mr. MARTIN AND STAFF

L 24.1 The English Novel§ Fall
A study of the novel from Fielding to Hardy with particular emphasis on the novel of the nineteenth century. Authors read include Fielding, Jane Austen, Dickens, Thackeray, Emily Bronte, George Eliot, and Hardy. (Limited to 30 students. Permission. Mr. PRICKITT

L 24.2 The English Novel§ Spring
A study of the novel from E. M. Forster through Angus Wilson. Among the novelists will be Conrad, Joyce, Lawrence, Virginia Woolf, Huxley, Waugh, and Elizabeth Bowen. Limited to 50 students. (L 24.1 or permission.)
Mr. BAHLKE

[L 27.2 Oral Interpretation of Literature]

DL 30.1B Shakespeare§ Fall
A seminar in Shakespearean tragedy. (Juniors and seniors. Permission.)
Mr. CUBETA

DL 30.2A Shakespeare§ Spring
An intensive critical study of *Romeo and Juliet*, *Troilus and Cressida*, *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*. (Limited to Juniors and Seniors.) Mr. CUBETA

L 31.1 Poetry and Prose of Tudor England§ Fall
English Literature of the 16th Century: An introduction to the major non-dramatic genres of the period, including lyric, satire, biography, masque,

allegory and prose narrative. Special attention will be devoted to the poetry of Spenser and Shakespeare. Mrs. GOHLKE

L 31.2 Poetry and Prose of the Age of Milton§ Spring
English literature from 1603 through Milton. A close examination of the poetry of Ben Jonson and John Donne and of their successors, especially Herrick, Carew, Herbert, and Marvell. The prose of Bacon and Browne also receives attention. The course culminates with the works of John Milton (L 31.1 or permission). Limited to 30 students. Mr. KERRIGAN

L 32.1 Poetry and Prose of the English Augustan Age§ Spring
A critical investigation of the artistic achievement of major writers from 1660 to 1745, conducted primarily in terms of their evaluation of the political, religious, social, moral, intellectual, and aesthetic activities of the times. Figures studied are Dryden, Addison and Steele, Swift, Pope, and Gay. Juniors and seniors. Limited to 30 students. Mr. PRICKITT

[L 32.2 Prose and Poetry of the Age of Johnson§]
A study of the major writers of the second half of the eighteenth century as they reflect the changing and conflicting social, political, moral, intellectual, and aesthetic attitudes of the period. The major figures studied are Johnson, Boswell, Gray, Goldsmith, Sterne, Burke, and Burns. (L 32.1 or permission)

L 33.1 Classics of Literature: Greece§ Fall
A study in translation of ancient Greek epic, lyric, and drama. The *Iliad* and *Odyssey* of Homer; lyric and personal poetry of the 7th and 6th centuries; selected tragedies of Aeschylus, Sophocles, and Euripides; selected comedies of Aristophanes; with corollary reading in Thucydides' *Peloponnesian War* and Plato's *Symposium*. Mr. HARRIS, Mr. LITTLEFIELD

[L 33.2 Classics of Literature: Rome§]
A study in translation of Roman epic and satire. The *Aeneid* of Virgil; the *Metamorphoses* of Ovid; the *Satires* and *Epistles* of Horace; the *Satires* of Juvenal and Persius; with corollary reading in the lyrics of Catullus and Ovid and the *Twelve Caesars* of Suetonius.

[L 34.1 Comparative Fiction: Shorter Works of Modern Fiction§]
A seminar devoted to the analysis of a single work each week. The readings will include short stories and novellas selected from the works of: Flaubert, Chekhov, Gogol, Tolstoy, Kafka, Mann, Singer, James, Lawrence, Vorheer, Nabokov, Bellow, and Barth.

L 34.2 Comparative Fiction§ Fall
A course focusing on 20th Century European literature, primarily prose, whose core is the work of Proust, Mann, Kafka, Gide and Camus. Other writers studied will include Rilke, Nabokov, Grass and Voznesensky. The aim is to try to arrive at a definition of what is "modern" about this literature, partly through an emphasis on the problems of knowing and the morality of knowledge. Mr. STUART

L 37.1 Prose and Poetry of the Romantic Period§ Fall
A study of the major writers of the Romantic Movement, especially Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, in an attempt to define the writers' characteristic concerns and their problems in expressing those concerns. Some attention will be paid to the traditions with which the Romantics were breaking, and to the forerunners of the movement. (Sophomores by permission.) Mr. HILL

L 37.2 Prose and Poetry of the Victorian Period§ Spring
Reading in Tennyson, Browning, Arnold, and Swinburne. The purpose of the course will be to discover in these four major figures some of the main literary movements in the entire century. Other writers will receive some attention: in poetry, Hopkins, Hardy, and early Yeats; in prose, Carlyle, Mill, Arnold, Pater, Darwin, and Huxley; in the novel, Dickens and Joyce. (L 22.1, or permission on the basis of a knowledge of certain of the Romantic poets.) Mr. CABOT

L 43.1 Literary Criticism§ Fall
This course will focus on the poetry of Wordsworth, Keats, and Stevens though aspects of Blake, Coleridge, and Shelley will also be considered. Selected poems will be analyzed in detail from several critical points of view. Also, these poets will be compared in respect to their attitudes toward "pleasure" and "paradise." Permission. Mr. PACK

L 45.2 Modern Poetry§ Spring
Through careful analysis of the style and thought of representative poems, this course will attempt to suggest ways of approaching the following poets: Hardy, Hopkins, Yeats, Robinson, Frost, Stevens, Eliot, Cummings, Crane, Auden, Roethke, Thomas, Wilbur, and Hughes. Open to seniors, juniors, and sophomores. Limited to 60 students. Mr. PACK

[L 48.1 Literature in the Middle Ages§]

L 48.2 Chaucer§ Spring
A seminar in *The Canterbury Tales*. Juniors and Seniors. Permission.
Mr. MARTIN

L 49.1A Seminar: Yeats and Joyce§ Fall
A seminar in which the relationship between form and content in the poetry of Yeats and the prose of Joyce will be carefully explored. Readings will include *The Collected Poetry of W. B. Yeats* and Joyce's *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and selected passages from *Finnegans Wake*. Preference will be given to those who have completed the course in the English novel or in contemporary poetry. Juniors and Seniors. Permission.
Mr. BAHLKE

L 49.1B Seminar: 19th Century Social and Political Fiction§ Fall
An examination of the ways in which 19th-century English writers of fiction have come to grips with social and political realities in their time. These ways include comedy, satire, romance, and polemic. Readings are a selection of

works by Godwin, Dickens, Disraeli, Trollope, Butler, Meredith, and H. G. Wells. Mr. CABOT

L 49.1C Seminar: Romance§ Fall
Close study through discussion and papers so as to identify such aspects of romance as the religions of love, nature, and art in works from the Middle Ages to the twentieth century. Readings will be selected from among the following: *Tristan and Iseult*, Chaucer's *Troilus and Criseyde*, Shakespeare's *Antony and Cleopatra* and *The Tempest*, a group of poems by Herrick and Marvell, Bronte's *Wuthering Heights*, Hawthorne's *The Scarlet Letter*, Whitman's *Song of Myself*, James' *The Portrait of a Lady*, Conrad's *Lord Jim*, Lawrence's *Sons and Lovers*, Hemingway's *A Farewell to Arms*, Fitzgerald's *The Great Gatsby*, Faulkner's *Sanctuary*, Malamud's *The Natural*. Permission.
Mr. MARTIN

L 49.2A Seminar: Yeats§ Spring
Extensive reading in most of Yeats' works with intensive study of selected poetry. Works to be read or read in outside the required reading of all the poetry will include: *The Autobiography*, *The Collected Plays*, *A Vision*, *Mythologies*, *Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil*, *Discoveries*, *Per Amica*, *Silentia Lunae*, *The Cutting of an Agate*. Juniors and Seniors. Permission. Mr. HILL

L 49.2B Seminar: Milton§ Spring
A study of the major poetry and selected prose of Milton. Particular attention will be given to an examination of how the poet expressed the major social, religious, and political concerns of his time within traditional forms. Juniors and Seniors. Permission. Mr. LITTLEFIELD

L 49.2C Seminar: Advanced Studies in Literature§ Spring
A group of students interested in exploring a particular body of material may organize a syllabus through conference with a faculty member. With the approval of the faculty member and the department, a seminar may then be established under the guidance of the faculty member. STAFF

Writing

W 38.1 Advanced Imaginative Writing: Prose Fall
A seminar course in advanced writing, in which students are encouraged to undertake writing projects, with advice and editorial assistance from the instructor, in order to discover where their talents may lie and to broaden their sense of technique and style. The course is designed for students interested primarily in prose, though some poetry will be welcomed. The student may choose to write short stories, novelettes, novels, plays or nonfiction, and the project may be continued through the fall and spring terms. Limited to twelve students. Permission. Mr. CLAGETT

W 38.2 Advanced Imaginative Writing: Prose Spring
Students who have performed creditably during the first term may continue

their projects during the second. New members may be admitted by special recommendation of their advisors. Mr. CLAGETT

W 39.1 Advanced Imaginative Writing: Poetry Fall
A seminar course in advanced writing, in which students are encouraged to undertake writing projects, with advice and editorial assistance from the instructor, in order to discover where their talents may lie and to broaden their sense of technique and style. The course is designed for students interested primarily in poetry, though all forms of writing and experimentation will be welcomed. The class will meet once a week to discuss samples of contemporary writing and each other's work. The student will also work in conference with the instructor. Limited to ten students. Permission.
Mr. STUART

W 39.2 Advanced Imaginative Writing: Poetry Spring
Students who have performed creditably during the first term may continue their projects during the second. New members may be admitted by special recommendation of their advisors. Mr. STUART

Drama

DL 22.2 English Drama to 1642§ Spring
An intensive study of the development of the forms of English drama from the *Quem Quaeritis* trope to the closing of the theaters in 1642. Representative selections from the Medieval cycle and morality plays, Tudor and Jacobean comedy and tragedy, and Carolinian drama. Secondary studies in theatrical history and social ideas of the English Renaissance. Mr. DELETIS

[DL 23.1 The Restoration and 18th Century§]

DL 24.1 Greek and Roman Drama§ Fall
An intensive study of the plays of Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Terence, and Seneca. Emphasis will be on the form of Greek and Roman drama, with secondary studies in theatrical and social history. Mr. DELETIS

[DL 25.2 French Drama§]
A survey of the forms of French drama from the beginnings to the present day. Emphasis on neo-classic tragedy and the comedies of Moliere. Plays will be studied as dramatic forms and as representatives of the era in which they were written. (To be offered in 1970–71.)

TA 25.1 Style: Design (Stage and Scene) Fall
A series of readings, discussions, exercises, and projects in which historical and contemporary approaches to mounting plays are examined. Emphasis is on stage and scenic forms as interpretive elements in production planning.
Mr. FREGOSI

TA 25.2 Continuation of TA 25.1 Spring
Mr. FREGOSI

[TA 26.1 Style: Design (Costume)]
The relationships of contemporary costume planning and design to: the play, period dress, design principles and the other visual production elements. (To be offered in 1969–70.) TA 25 or permission.

[TA 26.2 Style: Design (Lighting)]
A study of the principles, theories and methods of stage lighting and their application to various stage forms. (To be offered in 1969–70.) TA 25 or permission.

[DL 26.2 German Drama§]
A historical survey of German dramatic forms from Lessing to Brecht. Emphasis on plays as dramatic structures, with secondary studies in theatrical and social history. (To be offered in 1969–70.)

[DL 28.1 19th Century Drama§]
A study in moral, intellectual, and esthetic trends as reflected in the Romantic drama, in melodrama, and in the early efforts of the realists, naturalists, and symbolists of the 19th century. (To be offered in 1970–71.)

DL 31.1 Modern Drama: 1870-1920§ Fall
A comparative study of dramatic forms developing on the Continent, in England, and the United States during the last decade of the 19th century and early in the 20th century. Mr. VOLKERT

DL 31.2 Modern Drama: 1920 to the Present§ Spring
A comparative study of recent dramatic forms of the Continent, in England, and the United States with emphasis on the influence of Strindberg, Brecht, Becket, Ionesco, Artaud, and others. Mr. VOLKERT

[DL 32.1 American Drama§]
A comparative study from *Metamora* to *Scuba Duba*, focusing on America's commercial, eclectic heritage with emphasis on recent attempts to discover a special American idiom. (To be offered in 1969–70.)

TA 33.1 Style: Acting and Directing Fall
A seminar emphasizing acting and directing in which the theatres of Greece and Rome, of the Middle Ages, and of the Renaissance, including the Commedia Dell 'Arte will be explored in the classroom, in laboratory sessions and in workshop productions. Open only to qualified juniors and seniors. From this course, 50's projects or senior projects will be developed. Ideally, the student should have a project in mind before he enters the course. If the student does not plan to produce a 50's project or senior project, he will nonetheless be permitted to take the course and participate in the laboratory exercises. Mr. VOLKERT

TA 33.2 Style: Acting and Directing Spring
A continuation of the above in which the various styles of the theatres of the 17th, 18th, 19th, and 20th centuries will be treated. TA 33.1 or permission. Mr. VOLKERT

[DL 35.1 Comedy, Tragedy, Melodrama, and Farce§]
An intensive study of genre using an approach such as that in Bentley's *The Life of the Drama* as *agent provocateur*. (To be offered in 1970–71.)

[DL 35.2 Comedy, Tragedy, Melodrama, and Farce§]
Continuation of DL 35.1. (To be offered in 1970–71.)

Production Seminars:
The department offers a Production Seminar in conjunction with each major production. Students enrolled in these seminars take part in a two or three week period of intensive study of the play and then participate in the production of the play. Each student, with the approval of the department, defines the nature of his participation: actor, stage manager, critic, literary historian, or designer, etc. Participation may vary from playing a major role to writing an extended critical essay about the playwright.

TA 41.1A Production Seminar: *A Long Day's Journey into Night* — Fall, Mr. VOLKERT

TA 41.1B Production Seminar: *Troilus and Cressida* — Fall, Mr. TEUSH

TA 41.2A Production Seminar: *The Balcony* — Spring, Mr. TEUSH

TA 41.2B Production Seminar: *The Skin of Our Teeth* — Spring, Mr. VOLKERT

FINE ARTS

Professors: R. F. REIFF, A. RICHARD TURNER (*chairman*); Assistant Professor: R. B. MUIRHEAD; Instructor: D. A. BUMBECK

In the belief that experience in both the practice and history of art constitutes the most rewarding major program, the department requires both 11.1, *Introduction to the Fine Arts* and 12.1, 12.2, *Introduction to Design*, of its beginning students. Satisfactory completion of these courses qualifies a student for the major.

A student may complete his course requirements in either of two ways:

Alternative A: six additional courses in the history of art.

Alternative B: four additional studio courses, and four additional courses in the history of art, two of which shall have as their subject matter, art before 1800.

Independent Study: under Alternative A, a student shall read on an historical or critical subject under the guidance of his advisor, and shall present a senior thesis by April 1. Under Alternative B, either the same plan shall be followed, or a creative project undertaken if, in the judgment of the faculty, a student has demonstrated exceptional creative ability.

11.1 Introduction to the Fine Arts§ — Fall and Spring
An introduction to form and meaning in the arts of sculpture, architecture, and painting. Major figures and movements of western art will be considered in lectures, while the student will be encouraged to develop his own critical

sense through preceptorial discussion and short papers on original works of art. Two lectures and one discussion period. Open to freshmen and sophomores, and to upperclassmen by permission. Fall: Mr. Turner and Staff
Spring: Mr. Reiff and Staff

12.1 Introduction to Design Fall
Line, color, form, subject matter and composition are studied separately and together in projects related to picture making so as to increase the students' comprehension of the picture as an expressive, visual language. Fee $10.00. Limited to 30 students. (F.A. 12.2 must be passed before credit for F.A. 12.1 will be given.) Mr. Bumbeck, Mr. Muirhead

12.2 Introduction to Design Spring
Design in the arts with special emphasis of sculptural and architectural problems. (F. A. 12.1) Fee $10.00. Limited to 30 students.
Mr. Bumbeck, Mr. Muirhead

20.1 Art of the Italian Renaissance§ Fall
A selective survey of Italian art and architecture from 1250 to 1600, with an emphasis upon leading masters seen in their artistic, intellectual, and religious context. Mr. Turner

21.2 Modern Painting and Sculpture§ Spring
Major artists and movements of the last one hundred years, beginning with the Impressionists and concluding with art of the 1960's. Stress will be placed on the evolution of twentieth century styles, and their relation to main currents of contemporary thought. Open to freshmen who have taken 11.1.
Mr. Reiff

22.1 The Art of India§ Fall
An historical survey of the architecture, painting, and sculpture from the Indus Valley Civilization to the close of the Mughal period. Buddhist and Hindu religious and philosophical thought, aesthetic theories, iconography, history, and social conditions are considered in relation to art. No previous knowledge of oriental culture is presumed. Mr. Reiff

22.2 The Art of China§ Spring
An historical and stylistic survey of the development of the sculpture, painting, ceramics, bronzes, jades, and architecture of China. Religion, history, artistic theory, and technique are studied to provide a sufficient background. While no previous knowledge of Chinese culture is required, 22.1 is recommended. Mr. Reiff

[23.1 Elementary Drawing]
Study of the elements of drawing, including anatomy, linear perspective, and drapery. Instruction and practice in drawing from models by means of lectures and individual criticism. Division of teaching time approximately one lecture hour to two in practice. Fee $5.00 Not to be offered in 1968–69.

[23.2 Elementary Drawing] (Not to be offered in 1968–69)

30.1 Modern Architecture§ Fall
A study of European and American architecture, its stylistic development, theory, and technical innovations from about 1780 to the present. The course will include concepts and problems of city planning. Mr. REIFF

31.2 Baroque Art in Europe§ Spring
Art and patronage in Europe from 1600–1750. Such artists as Bernini, Velasquez, Rubens, Rembrandt, and Poussin will be discussed in detail, and the patronage of the French and Papal courts examined in the light of artistic theory and practice. Mr. TURNER

[32.1 Northern Renaissance Art§]
Northern European art from the fourteenth to the mid-sixteenth century. Problems of style and iconography will be discussed, with stress upon such figures as Claus Sluter, Jan van Eyck, Hugo van der Goes, Dürer, and Bruegel. Offered on alternate years; not to be given in 1968–69.

33.1 Art of the Nineteenth Century§ Fall
A stylistic analysis of European painting and sculpture and a study of its development from the Rococo period through Impressionism. The art of such artists as Watteau, Goya, David, Delacroix, Friedrich, Constable, Courbet, Manet, the Pre-Raphaelites, the French Academicians, the Macchiaioli, as well as such sculptors as Rodin, Rude, Medardo Rosso, and many others will be considered. Mr. REIFF

34.2 The Will to Abstraction§ Spring
An inquiry into the nature and variety of abstraction in art. After a brief consideration of aspects of twentieth century art and the art of children, the course will explore the art of pre-historic man, ancient Egypt and early Greece, and the Middle Ages. Mr. TURNER

35.1 Painting Fall
An introductory course in the practice of painting. The first semester will be exploratory in character. The student will use various media (charcoal, pencil, ink, and paint) in order to establish a working familiarity with the forms of composition and picture-making. Fee $5.00. Limited to 30 students. (F.A. 12.1, 12.2 or permission.) Mr. MUIRHEAD

35.2 Painting Spring
A continuation of 35.1. Emphasis will be placed on the possibility and capacity of one medium, oil paint, to give substance to the student's sensory images of sight and touch. Limited to 30 students. (F.A. 12.1, 12.2, 35.1 or permission. Add. $5.00 fee.) Mr. MUIRHEAD

[36.1 Art of the Americas§]
History of painting, sculpture, and architecture from pre-Columbian period and the art of the American Indian to that of the present. Not to be given 1968–69.

38.1 Printmaking Fall
Studio instruction in traditional and contemporary methods of intaglio and

relief printmaking. Critical emphasis on the union of the printmaking craft with problems of drawing, painting and design. Fee $10.00. Limited to 20 students. (F.A. 12.1, 12.2, or permission.) Mr. BUMBECK

38.2 Printmaking Spring
A continuation of 38.1. Same fee, size limitation and prerequisites.
Mr. BUMBECK

40.2 Seminar in Renaissance Art§ Spring
A consideration of a major figure or important moment in Renaissance art, with an emphasis on art as an aspect of cultural history. In 1968–69 the subject will be Michelangelo. Offered in alternate years; to be given in 1968–69. Permission. Mr. TURNER

[41.2 Seminar in Art Criticism and Connoisseurship§]
An inquiry into the nature of style, quality in the arts, relations of art to everyday life, to morality, to religion. Readings will include Charles Baudelaire, John Ruskin, Oscar Wilde, and selected twentieth century critics. Emphasis will be upon the relevance of critical theories to the deepened understanding of original works of art. Several papers. Offered in alternate years; not to be offered in 1968–69.

50.1 and 50.2 Advanced Studies in the Fine Arts
Supervised independent work in art history or studio. STAFF

MUSIC

Professor: A. CARTER (*chairman*); Assistant Professors: E. FANNING, G. B. TODD

The offerings of the Music Department focus on three areas of the discipline: 1) the vocabulary and theory of music, 2) its historical development, and, 3) its creative aspects—performance and composition. The relative emphasis on any of these three will vary for the individual music major according to his talents, interests and needs. It is generally assumed that the major will take Music Survey (13), two years of theory (25 and 35 and under special conditions 11 and 25), four semesters of courses devoted to specific historical periods and styles (37, 38, 41, 42, or 44) and some form of applied music, though any of these requirements may be waived or changed if the department feels the best interests of the student are served.

11.1 Materials of Music§ Fall and Spring
An introduction to the fundamentals of music, its notation and vocabulary. The course is designed to establish an understanding of such terms as harmony, counterpoint, rhythm, dynamics, and form through the study of numerous works in the literature. Music 11.1 takes as its primary focus the problems of intelligent listening. One semester course given each semester. Two lectures weekly. Fee $7. Mr. TODD

[12.1 History and Performance of Western Choral Literature§]
Study and performance of sacred and secular choral music from Gregorian chant to the middle Baroque period. Basic theory, voice production and sight-singing. Audition required. Two hours lecture, three hours lab. Fee $7.

[12.2 **History and Performance of Western Choral Literature**§]
Study and performance of sacred and secular choral music from the late Baroque to Modern period. (Music 12.1) Fee $7.

13.1 Music Survey: A History of Musical Style§ Fall
A study of music history and literature from Gregorian Chant through Beethoven with emphasis on required listening of twenty representative works from J. S. Bach through Beethoven. Listeners' equipment includes basic theory, and the understanding of the various forms of each period as applied to the work studied. Fee $7. Mr. Carter, Mr. Fanning

13.2 Music Survey: A History of Musical Style§ Spring
A study of music history and literature from Schubert through twentieth century composers and techniques with emphasis on required listening of twenty representative works from Schubert through present day composers. Fee $7. Mr. Carter and Mr. Fanning

25.1 Theory Fall
The study of constructing music. Basic compositional procedures are studied using works from the literature as models. Problems in harmony, counterpoint, rhythm, orchestration and analysis. Two meetings weekly. Fee $7.
Mr. Todd

25.2 Theory Spring
Continuation of 25.1 Fee $7. Mr. Todd

35.1 Advanced Theory Fall
A continuation of Beginning Theory with greater emphasis on more recent compositional procedures and analysis. Course writing and performing of original short pieces. One meeting weekly. Fee $7. Mr. Todd

35.2 Continuation of 35.1 Fee $7. Spring
Mr. Todd

37.1 Opera§ Fall
A history of the lyric theatre and its literature from Gluck through Verdi presented through a study of recorded works. (Music 12 or 13 or by permissian, juniors and seniors) Fee $7. Mr. Carter

37.2 Opera§ Spring
A history of the lyric theatre and its literature from Puccini through Berg presented through a study of recorded works. (Music 12 or 13 or 37.1 or by permission, juniors and seniors) Fee $7. Mr. Carter

38.1 Music of the Middle Ages and the Renaissance§ Fall
A study of the music literature in western civilization from the beginning of the Christian era to ca. 1450. Comparative analysis of style and form; discussion of elementary modal theory. (Music 12 or 13) Fee $7. Mr. Fanning

38.2 Music of the Middle Ages and the Renaissance§ Spring
A study of western music from ca. 1450 to 1600. Specific works of Ockeghem,

Josquin, Willaert, Lassus, etc., are used as focal points for the development of style. (Music 38.1) Fee $7. Mr. FANNING

[41.1 **Music of the Baroque Era** §]
A study of the late Renaissance developments that lead to the emergence of Baroque styles; and analysis of these styles to the time of J. S. Bach. (Music 12 or 13) Fee $7.

[41.2 **Music of the Baroque Era** §]
The culmination of Baroque styles as seen in the works of J. S. Bach and his contemporaries. Analysis of representive instrumental and vocal works of Bach. (Music 41.1) Fee $7.

[42.1 **Music of the Classical Era** §]
Study of the music of the Classic era as exemplified by Haydn. (Music 12 or 13) Fee $7. By permission, junior & seniors.

42.2 **Music of the Classical Era** § Spring
A seminar focusing on the works of Mozart with particular emphasis on his role as a composer of operas. (Music 12 or 13) Fee $7. By permission, juniors & seniors. Mr. TODD

44.1 **Music of the 20th Century** § Fall
A study of musical literature of the late 19th and 20th centuries from the Post Romantic and Impressionistic composers through Bartok, using recorded works and scores and occasional trips to hear performances. (Music 12 or 13. Juniors and seniors by permission) Fee $7 Mr. CARTER

44.2 **Music of the 20th Century** § Spring
A study of musical literature of the 20th century of the American and European continents, using recorded works and scores and occasional trips to hear performances. (Music 13, 44.1. Juniors and seniors by permission) Fee $7. Mr. CARTER

50.1 **Research and Special Work** Fall

50.2 **Research and Special Work** Spring

Applied Music

The aim of this Department is to present music for its value as literature and as a record of one aspect of human achievement, not as professional training. We strongly encourage students to improve performing techniques as a necessary means of cultivating the art. The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Students who wish private instruction in piano, organ, harpsichord, voice, violin, viola, violoncello should enroll with the Chairman of the Department.

Fees are to be paid to the Cashier's office at the beginning of each semester. No rebate is allowed for lessons missed except in the case of continued illness. Students may be accepted for less than a full semester, in which case fees will be prorated.

M-1 Private Instruction in Piano.
1 lesson weekly, use of piano 1 hour daily. Fee $105 per semester.

M-2 Private Instruction in Voice
1 lesson weekly. Fee $105 per semester.

M-3 Private Instruction in Organ
1 lesson weekly; use of organ 1 hour daily. Fee $105 per semester.

M-4 Private Instruction in Violin and Viola
1 lesson weekly. Fee $90 per semester.

M-5 Private Instruction in Harpsichord
1 lesson weekly, use of harpsichord 1 hour daily. Fee $105 per semester.

Music Library
The department equipment includes several thousand records, scores, and a chamber music library. The collection kept in the Christian A. Johnson Memorial Building is available for both class work and student use at hours set by the head of the department. Special listening equipment is available.

Music Organizations
The College Chamber Orchestra is open to all students who play an orchestral instrument and who qualify after auditions. The group holds weekly rehearsals and prepares concerts. Advanced instrumentalists who can qualify may have the opportunity of playing with the Vermont State Symphony Orchestra. Mr. CARTER

The College Choir sings at Chapel Services and special concerts on and off campus. In keeping with the educational intent of the choral program, repertoire for all performing groups is as historically inclusive and demanding as possible. Performance in languages other than English is stressed. Audition required; open to all students without prerequisite. Mr. FANNING

Playing in small ensembles is encouraged. Those interested should see Mr. CARTER. The Choir and Orchestra work together on oratorios from time to time. Works given in recent years include: Mozart and Brahms Requiems; Handel Messiah, and Bach Mass in B minor; St. Matthew Passion and Magnificat; Berlioz L'Enfance du Christ; Haydn Masses, Heilig and Lord Nelson; Schubert G. Major Mass; Fauré Requiem.

PHILOSOPHY

Professor: J. T. ANDREWS (*chairman*); Associate Professors: *L. C. BIGELOW, G. D. O'BRIEN; Instructors: E. S. DALRYMPLE, JR., E. D. SAPADIN

The basic course for the Major Program in Philosophy is Philosophy 23.1 and 23.2, which is a survey of dominant philosophical ideas and their development in the western world, from the time of the early Greeks to the 20th Century. This course should be taken in the sophomore year; a satisfactory grade in it will constitute qualification for acceptance as a major in the department. Other course requirements for the major are: Philosophy 22.1 (Introduction to Logic), Philosophy 32.1 (Ethics), Philosophy 38.1 and 38.2 (20th Century Philosophy), and Independent Study. To complete the Major in

*On leave 1968–69

Philosophy a total of eight courses (including Independent Study) is required as a minimum. Students may find it to their advantage to elect one or two courses above the minimum in order to be better prepared for their general examinations.

The General Examination is both written and oral. The written examination consists of two parts. The first part is historical and it is required of all students. Moreover, each student must be specially prepared to deal with two important philosophers, one from the ancient period and one from the modern. In the ancient period the choice is between Plato and Aristotle. In the modern period the choice is from: Descartes, Locke, Hume, and Kant. Students make their choices individually. The second part of the examination is systematic. Each student may choose any two of the following topics: Metaphysics and Theory of Knowledge, Ethics, Logic.

Required for the Major: 22.1, 23.1, 23.2, 32.1, 38.1, 38.2; Independent Study.

11.1 Introduction to Philosophy§ Fall
An introduction to the problems of ethics, dealing with such basic notions as "good," "right," "obligation," "responsibility," and "validity of moral judgments." Selected readings from the moral philosophers. The course meets in small sections. (Limited to freshmen and sophomores.) STAFF

11.2 Introduction to Philosophy§ Spring
A general systematic introduction to problems in metaphysics and theory of knowledge, dealing with such questions as the nature of reality, knowledge and meaning. Selected readings from the philosophical literature. STAFF

22.1 Logic Fall
Introduction to the principles of valid inference, deductive and inductive. Topics dealt with are: logical functions of language, definition, syllogistic reasoning, truth-functional arguments, and the elements of scientific method.
Mr. ANDREWS

[22.2 History of Science§]
Offered in alternate years: Not to be given in 1968–69.

23.1 History of Western Philosophy (Ancient)§ Fall
Main themes of philosophic thought from the beginning through the Hellenistic period. Concentration on principal figures and on critical discussion of the ideas involved, with an eye to their relevance to modern questions. Authors read: Pre-Socratics, Plato, Aristotle, Lucretius. (Two lectures, one discussion section per week) Mr. SAPADIN, Mr. DALRYMPLE

23.2 History of Western Philosophy (Modern)§ Spring
Development of philosophic thought from the medieval period to the 20th century. Principal emphasis on theory of knowledge and metaphysics and their connections with developments in science. Among the authors read: Bacon, Descartes, Locke, Berkeley, Hume, Kant. (Two lectures, one discussion section per week) Mr. SAPADIN, Mr. DALRYMPLE

27.1 Philosophy of Religion§ Fall
An investigation of the philosophical problems raised by the claims of religious belief. Extended analysis will be undertaken of the problem of God:

does He exist? what does it mean to say that He exists? why is His existence a matter of concern? In addition, religion itself will be considered as a phenomena in its interrelations to science, ethics and art. Mr. O'Brien

29.2 Symbolic Logic Spring
A course designed to introduce the student to the field of symbolic logic. The course will deal with the following topics: Truth Functions, Quantification Theory and Deductive Method, Relations, Descriptions and Classes. (Phil. 22.1 or permission) Mr. Andrews

32.1 Ethics§ Fall
This course will center around the problem of how the individual finds norms for his activity and the question as to how such norms may be determined within a social and political framework. Readings from both classical and modern authors. Mr. Dalrymple

33.2 Esthetics§ Spring
A study of the philosophical problems raised by the nature and functions of art: the esthetic experience and the creative process; the work of art and the esthetic value; the appreciation of art and the problem of criticism; the relation of art to society. (One semester of Philosophy and permission. Limited to 15.) Mr. Sapadin

36.2 Philosophy of Science§ Spring
Principles which underlie the experimental method, the nature of hypotheses and scientific explanation, criteria by which empirical hypotheses are evaluated, scientific laws, causation, the uniformity of nature. Concrete illustrations from the sciences. Mr. Andrews

37.2 The Nineteenth Century§ Spring
A study of the major philosophical trends in the nineteenth century, with particular emphasis on the rise of Classical German Idealism (Hegel or Schopenhauer) and the existentialist revolt (Kierkegaard or Nietzsche). (Phil. 11.2 or Phil. 23.2 or permission) Mr. Dalrymple

38.1 20th Century Philosophy§ Fall
Seminar: Topics in Contemporary Analytic Philosophy. Authors will include Russell, Ryle, Austin, and Wittgenstein (one year of Philosophy.)
Mr. Sapadin

38.2 20th Century Philosophy§ Spring
Topics in Contemporary Continental Philosophy. (One year of Philosophy.)
Mr. Dalrymple

50.1 and .2 Special Research Fall and Spring
Staff

RELIGION

Professor: C. P. Scott (*chairman*); Assistant Professor: V. L. Nuovo; Instructor: C. K. Pullapilly; Lecturer: N. C. Nelson

In the conviction that a liberally educated person will wish to understand the place of religion in the cultural history of mankind, the College offers its students a number of elective courses designed to present the subject matter within the context and purposes of the Humanities.

The Major program in Religion is so arranged that the student becomes aware of the subject matter as it is related to culture in the broadest sense. To foster this objective a person will elect to complete his major work in one of two programs: Philosophy of Religion or History of Religions.

Requirements for these programs are as follows: *Philosophy of Religion:* 11.1, 11.2; Philosophy 27.1; two one-semester seminars (Religion 36); four departmental or approved one-semester courses; a demonstrable knowledge of the history of philosophy; Independent Study (equivalent to 2 courses) and Comprehensive Examination (equivalent to 1 course). *History of Religions:* 11.1, 11.2; History 39; two one-semester seminars (Religion 36); four departmental or approved one-semester courses; Independent Study and Comprehensive Examination.

All majors in Religion must demonstrate a knowledge of Biblical Literature:

Courses in other departments numbered 20 and above will be credited toward a religion major on approval by the department of Religion and the consent of the instructor of the course in question.

11.1 Introduction to the Study of Religion§ Fall

An introduction to the concepts and methods employed in the critical investigation and interpretation of religion. Application to selected materials from the history of religion: primitive and folk religion; the dynamics and structure of the so-called great religious traditions and their relation to popular religious life. (Not open to juniors and seniors except by permission)

STAFF

11.2 Introduction to Religious Thought§ Spring

Critical reading of selected authors, classic and contemporary, eastern and western, e.g. Plato, Plotinus, Maimonides, Al-Ghazali, Shankara, Spinoza, William James, Tagore, Tillich. An attempt will be made to interpret religious thought in its socio-cultural setting, to determine the forms of religious speculation, and the structure and meaning of religious thought. (Not open to juniors and seniors except by permission) Staff

21.1 The Old Testament§ Fall

The history, literature, and faith of the Hebrew people from the Patriarchal age to the Maccabean revolt. Attention will be given to the methods of historico-literary criticism and the contribution of archaeology to biblical history and interpretation. Mr. SCOTT

21.2 The New Testament§ Spring

A study of the documents of the New Testament, their message, and the history of Christian beginnings which they disclose. Emphasis will be given to the Jewish and Graeco-Roman influences in the emergence of the Christian tradition. Mr. SCOTT

31.1 The Principles of Christian Theology§ Fall

An investigation into the possibilities of theology in contemporary culture. The inquiry will focus on the following problems: theology and speculative

and critical reason, theology and existentialism, theology and the history of religions, theology and social consciousness, theology and aesthetic consciousness. An attempt will be made to evaluate and reestablish the Christian theological tradition in the light of these problems. Mr. Nuovo

31.2 Approaches to Christian Ethics§ Spring
A critical examination of various approaches to Christian ethics as they are developed in Biblical, classical and contemporary sources; their patterns of reflection and action; and their relation to contemporary moral issues such as sex and family life, race relations, and the problem of war and peace.
Mr. Nelson

33.1 A study of the great traditions of Judaism, Christianity, and Islam.§ Fall
An attempt will be made to view them against the ancient near eastern background, in the light of the hellenistic influence on all, and in terms of their repeated interaction. Mr. Nuovo

33.2 The Religious Traditions of India§ Spring
A study of the religious traditions of India in their historical development: Vedic beginnings, Brahmanical Orthodoxy, Bhagavatism, the Orthodox Systems of Vedanta, Popular Hinduism. The response of these traditions to the challenges of Buddhism, Islam and Christianity, and most recently to Secularism. The influence of Indian religious traditions outside of India.
Mr. Nuovo

Religion 34.1 History of Christianity§ Fall
A study of the thought and institutions of Christianity from the beginnings through the fifteenth century. Mr. Pullapilly

Religion 34.2 History of Christianity§ Spring
A study of the thought and institutions of Christianity from the sixteenth century to the present. Mr. Pullapilly

36.1 Seminar in the History of the Reformation and Counter-Reformation§ Fall
A systematic study of the reformation movements which culminated in the Protestant Reformation in the Sixteenth Century and the consequent revitalization of the Catholic Church. Emphasis will be given to the study of primary sources: works of Luther, Calvin, Zwingli, Loyola, Neri, Baronius, Borromeo, Bellarmine, and others. Permission. Mr. Pullapilly

36.2 Seminar: Indian Religious Thought§ Spring
Analysis and discussion of Indian religious texts. Selections from the Upanishads, epic literature, Puranas, and from the writings of Shankara, Ramanuja, Sri Aurobindo, Radhakrishnan, etc. Permission. Mr. Nuovo

50.1 and 50.2 Fall and Spring
Independent study for advanced students. Staff

Note also: Philosophy 27.1, Philosophy of Religion.

Division of the Foreign Languages

Associate Professor M. Kimberly Sparks, Chairman

CLASSICS
FRENCH
GERMAN
RUSSIAN
SPANISH AND ITALIAN

The Sunderland Language Center contains the offices of the several departments of the Division of the Foreign Languages, the Language Laboratory, classrooms, listening rooms equipped with tape recorders and playbacks, and libraries of recordings for practice in hearing and speaking the foreign language. Students are urged, and in some courses required, to use these facilities to supplement their classwork.

Special Area Studies

A. French Language, Culture, and Area Studies Administered by the French Department

Required for a Major: French 25.1 or 25.2, 28.1 or 28.2; two courses from the following: French 46.1, 46.2, 47.1; Independent Study and General Examination; also: Geography 10.1, 10.2; one year sequence from the following: History 28.1, 28.2 or Poli. Sci. 20.1, 20.2; also: one year sequence from the following: Economics 11.1, 11.2; or Poli. Sci. 22.1, 22.2; or Sociology 12.1, 12.2. Cognate courses in the Humanities and the Social Sciences will be recommended.

B. Spanish Language, Culture, and Area Studies Administered by the Spanish Department

Required for a Major: Spanish 31.1, 31.2, 43.1, 43.2, 44.2 and four additional semester courses in literature; Independent Study and General Examination; Geography 35.1, History 45.1, 45.2, American Literature 21.1, 21.2 or History 36.1, 36.2; Economics 21.1, 21.2; Political Science 20.1, 20.2; Sociology 23.1, 23.2. Cognate courses in Geography, Political Science, History, and the Humanities are recommended.

Literature in Translation

The Division of Foreign Languages would like to call attention to the following courses which present the Classics and Modern European Literature in translation. Three of the courses are offered by the Department of English and Drama, the fourth by the Department of Classics.

(Eng.) L 33.1 Classics of Literature: Greece§ Fall

A study in translation of ancient Greek epic, lyric, and drama. The *Iliad* and *Odyssey* of Homer; lyric and personal poetry of the 7th and 6th centuries; selected tragedies of Aeschylus, Sophocles, and Euripides; selected comedies of Aristophanes; with corollary reading in Thucydides' *Peloponnesian War* and Plato's *Symposium*. Mr. Harris, Mr. Littlefield

[(Eng.) L 33.2 Classics of Literature: Rome§]

(Eng.) L 34.2 Comparative Fiction§ Fall

A course focusing on 20th Century European literature, primarily prose, whose core is the work of Proust, Mann, Kafka, Gide and Camus. Other

writers studied will include Rilke, Nabokov, Grass and Voznesensky. The aim is to try to arrive at a definition of what is "modern" about this literature, partly through an emphasis on the problems of knowing and the morality of knowledge.

Mr. STUART

[(Classics) 25.2 Greek Tragedy§]

CLASSICS

Professor: J. I. ARMSTRONG; Associate Professor: W. HARRIS (*chairman*); Assistant Professor: Miss U. M. HEIBGES

The principal aims of courses in the Classics are to enable the student to attain a rapid and accurate reading knowledge of Greek or Latin, and then to read broadly while developing critical skill and a sense of the art of language. Greek and Latin literatures are understood to be an embodiment of deep spiritual and artistic concern, and the major literary achievements are studied in this light.

The four basic approaches to a Degree in Latin or Classics are:

1) Latin 10, 21, 31, 41, Independent Study, History 13, and the passing of the General Examination.
2) For students entering with higher qualifications: Latin 21, 31, 41, 50, History 13 and the passing of the General Examination. (Reductions of some parts of these requirements may be considered in the case of students doing a joint program with another language, Classics and English or Classics and Philosophy.)

The courses listed above constitute the basic major program which confers the degree of A.B. in Latin.

3) Upon completion of Greek 15 and Greek 24, the student enters the fuller Classical Curriculum and is a candidate for the A.B. in Classics. Greek is necessary for an understanding of the fused Greco-Roman civilization, and the student is advised to begin Greek as early as possible, certainly not later than the sophomore year. This program would lead naturally to advanced study of any of the European literatures or to Comparative Literature. Requirements: 2) above and Gr. 15, 25, and 32.
4) For the student planning later professional work in the Classics it is important to begin Greek in the freshman year in order to allow time for advanced work in the junior and senior years. Serious study of French and German should be started as these are basic, required ancillary disciplines for graduate study in the Classics. Most universities now require at least one of these languages on entrance to the graduate program. A student engaged in this full program may be exempted from History 13 in favor of work outside the immediate area of study.

Classics in Translation

[25.1 Greek Intellectual History§]
[25.2 Greek Tragedy§]

Latin

[10.1 Introduction to Latin]

This course presupposes no previous knowledge of Latin, but those with a weak background may enter with the instructor's permission. An inductive method is used and the synthetic concept of grammar is elicited from careful reading of texts of literary worth, rather than presented paradigmatically at the outset. A great part of the work is oral and tapes for the study of frequen-

cy-graded vocabulary are used. By the end of the first term the student should be able to read a text of intermediate difficulty with aid of the dictionary, and should be able to begin Augustan literature.

[10.2 Vergil and Livy]
During the first month the student is introduced to Vergil's language and style. He is then given a large reading assignment in Vergil, which he will complete in great part on his own by the end of the term. The next month provides him with a similar introduction to Livy's prose, with occasional class periods devoted to questions in Vergil that may arise. During the last month the student reads on his own parts of Vergil and Livy, while the meetings turn to the bases of structural analysis of creative art, with poems of Catullus, Horace and Propertius studied in class.

The first term provides a basic reading technique; the second term should bring the student to the threshold of college level work in Latin. The course serves as an introduction to prospective majors who have had no Latin or poor training, in which case it should be taken in the freshman year. For students in the Humanities who wish to minor or take a joint program with Latin, the course should be taken not later than the sophomore year.

21.1 Introduction to Authors in a Social Context Fall
This course provides a wide selection of examples from Roman Literature, both prose and poetry, which will be used to demonstrate the various dimensions in which a document can be perceived in relation to the social and historical mise-en-scene. The theory of this process will be fully discussed in class; in addition the student must prepare himself in ability to read Latin with an eye toward increased fluency and ultimate development of a reading knowledge. (Latin 11.2 or three to four years of high school preparation, in which case confer with the instructor.) Miss HEIBGES

21.2 Introduction to Poetry† Spring
The course is directed toward a perception of the creative and artistic use of Latin, and will investigate the spiritual qualities which make the poet as well as the formal and structural dimensions which are observable in poetic discourse. The poetry will be studied with no reference to historical actuality in order to focus the student's attention more fully on the inner structure of the poem as an artifact of words drawn through time. Mr. HARRIS

Latin 21.1 and 21.2 serve for the language requirement. They can be taken in either order.

31.1 and 31.2 The Earlier Literature§ Fall and Spring
Of the following areas and topics one will be chosen to be given in the fall term and one in the spring term. Choice will depend on the needs of the students and special sequences will be determined from year to year.
a) Plautus and the early drama
b) Lucretius and Roman Philosophy
c) Love poetry: Catullus, Propertius, Tibullus

d) Cicero and his world
e) Lyric: Catullus and Horace

The work is conducted in small groups in which the student participates actively. Papers and seminar reports introduce the student to the secondary literature, while he develops his sense of the language by reading large sections of texts. The actual understanding of the language is at this point the student's responsibility, and the classwork turns to historical, social and esthetic considerations. STAFF

41.1 and 41.2 The Later Period§ Fall and Spring

One of the following topics will be offered in the fall and one in the spring term. Choice will involve students' interest and the optimum effect of the sequence continuing from Latin 31; these two years' work are conceived as a single program working intensively with some of the most important works from the two critical centuries in Roman culture.

a) Ovid
b) Satire: Horace, Persius, Juvenal
c) Tacitus
d) The Novel: Petronius and Apuleius
e) The Christian authors from Minucius Felix to Augustine. Miss HEIBGES

50.1 and 50.2 Fall and Spring

Special projects studied independently in greater detail. STAFF

Greek

15.1 Introduction to Greek Fall

No previous knowledge of the language is required. The first term will cover basic structure and vocabulary of Ancient Greek as a preparation for a reading knowledge of ancient Greek literature. Miss HEIBGES

15.2 Introduction to Homer's Iliad Spring

Starting with very careful reading of small portions of the text with grammatical analysis in class, the student will proceed with the aid of graded vocabulary tapes to a fairly fast pace of reading, and will cover approximately four books of the *Iliad*. Miss HEIBGES

24.1 Homer: Iliad and Odyssey Fall

Fast reading of a considerable portion of the *Iliad* and *Odyssey* with introduction to the critical literature and secondary materials. Much of the classwork will be devoted to formation of an esthetic appreciation of Homer's work. Mr. HARRIS

24.2 Introduction to Greek Drama† Spring

Carefully guided reading in Euripides leading to one play of Sophocles, with sufficient reference to the intellectual history of the Greeks to make this singularly beautiful and difficult area meaningful. Mr. HARRIS

[**32.1 Pindar and Aeschylus§**]

[32.2 Plato and Thucydides§]
This course serves as an introduction to four difficult authors. In the first term the choral tradition and the highly choral drama of Aeschylus are studied. Classes will be devoted to detailed exegesis of the historical material necessary to understand the text, and to analysis of the unusually involved form of the poetry. In the second term Plato will serve as an introduction to Attic prose; as soon as the student can work with the text with some facility, extensive readings will be assigned, and attention will turn to Thucydides.

50.1 and 50.2 Independent study Fall and Spring
Students will select an author or area not previously studied and work largely on their own, conferring weekly with the staff about problems in language and interpretation as they arise. STAFF

FRENCH

Professor: C. L. BOURCIER (*chairman*); Associate Professor: *J. M. WATKINS; Visiting Assistant Professor: J. KROUCHI; Instructors: MLLES. V. BAAB, M. EDELSTEIN, V. ZYNSZAJN,; Visiting Associate: MME. J. KROUCHI

The French Department aims at developing in its majors the following skills:

1. A command of the French language in its oral and written forms so that students may exchange information and ideas in French on any topic of normal concern to cultivated people and appreciate fully any piece of French writing, be it a literary text or a document of definite import in any field (arts, sciences, etc.).
2. A grasp of the essential geographical, historical, sociological and cultural factors that make an understanding of France, her people and her civilization more significant.
3. An intimate acquaintance with the major French literary personalities and their work as representatives of a typical culture within the Western World.

To achieve such aims, the following courses of study are prescribed: "Composition and Introduction to Literature" (French 25), designed to improve the students' command of the language while initiating them into the basic techniques of literary criticism; "Stylistics and Literary Analysis" (French 28), to give them the flair for literary expression and style; "French Civilization" (French 46), to give them a systematic insight into the geographical and historical factors that made France and the French; and four semester courses in the literature of various periods.

Required for the Major: 25.1, 25.2, 28.1, 28.2, 46.1, 46.2; General Examination; four semesters chosen from: 34.1 or .2, 35.1 or .2, 36.1, 36.2, 37.1, 37.2, 38.1, 38.2, 39.1, 39.2. For women, at least one year in residence at Le Château.

Language

11.1 Beginners' French Fall
Oral inductive approach aimed at mastering the patterns of simple spoken French. Reading, writing, and grammar. Intensive use of the Language Laboratory for individual exercises. Laboratory fee: $10.00 (French 11.2 must be passed before credit is given for 11.1.)

11.2 Beginners' French Spring
Oral inductive approach combined with more emphasis on the reading and writing aspects of the language. Students are asked to participate more actively. Language Laboratory still intensively used. Laboratory fee: $10.00.

*Director of Graduate School in France, 1968–69

15.1 Intermediate French Fall
A course open to students who have had one year of French in secondary school, or an otherwise poor preparation in the language. Grammar review, with emphasis on reading, writing and oral understanding. (Students who wish to prepare for the Qualification Test to pass their Language degree requirement are advised to take this course. French 15.1 and 15.2 may not be taken after French 11.2.) STAFF

15.2 Intermediate French Spring
Composition and conversation are emphasized to prepare the students for more advanced work in the Department if they so choose. STAFF

21.1 Syntax, Reading, Oral Practice and Writing Fall
The usual freshman course for students with two or three years of average preparation in the language. Systematic review of grammar and graduated training in pronunciation, reading of modern material, and essay writing. Introduction to French versification, and the "*explication de textes*" method. Individual practice in the Language Laboratory. Laboratory fee: $10.00.
STAFF

21.2 Syntax, Reading, Oral Practice and Writing† Spring
Continuation of 21.1, with emphasis on reading, essay writing, discussing, and "*explication de textes*." Laboratory fee: $10.00. STAFF

25.1 Composition and Introduction to Literature Fall
Critical reading of modern French texts, with emphasis on the techniques of literary criticism: plot, psychological characterization, symbolic meaning. Continuation of the "*explication de textes*" method, introduction to the literary "dissertation." (Permission) STAFF

25.2 Composition and Introduction to Literature Spring
Continuation of 25.1, with emphasis on literary dissertation, and the study of modern poetry. (21.1 or permission) STAFF

28.1 Stylistics and Literary Analysis Fall
A theoretical and practical approach to the problems of composition and style. The study of syntax, sentence structure, and style is pursued through the thorough analysis of selected passages from French writers (Permission)
M. KROUCHI

28.2 Stylistics and Literary Analysis Spring
Continuation of 28.1, with emphasis on composition, imitative and free. (28.1 or permission) M. KROUCHI

[31.1 or .2 Advanced Oral Practice, Diction and Elocution]
To develop fluency in speaking French, with all proper shades of expression. Study of verse and prose patterns, organized vocabulary development and oral composition on the basis of topics of all definitions (Permission)

Literature

All literature courses will be given with a seminar approach and within each period the emphasis will be on some authors or works at the discretion of the instructor. (21.2 or permission)

[34.1 or .2 Studies in the Life and Literature of the Middle Ages §]
The general spirit, the political and artistic developments of medieval France will form the background against which various literary productions of the age will be studied.

35.1 or .2 Studies in the Life and Literature of the 16th Century §
Fall or Spring

The Age of the Renaissance and Reformation. The mood and temper of the time, its expression in the works of leading authors of the period. Emphasis on Rabelais and Montaigne. (To be given in the Fall of 1968–69, as 35.1)

[36.1 Studies in the Life and Literature of the first half of the 17th Century §]
The preparation of the age of Classicism; the advent of "absolute monarchy"; the development of baroque art and literature, *romanesque* and *préciosité*, and the great authors of the period: Corneille, Descartes, Pascal.

[36.2 Studies in the Life and Literature of the second half of the 17th Century §]
The age of Classicism; the political, social, and cultural implications of the "Century of Louis XIV;" the great classicists: Racine, Boileau, Molière, La Fontaine; the first rumblings of a new age.

37.1 Studies in the Life and Literature of the first half of the 18th Century § Fall
The age of Enlightenment in France; the political and social upheaval under the Regency and Louis XV; the rise of the "philosophical spirit" and the critique of the established order: Montesquieu, Voltaire, Diderot and the *Encyclopédie*.

37.2 Studies in the Life and Literature of the second half of the 18th Century § Spring
The origins of the French Revolution and the reign of Louis XVI; Rousseau and the pre-romantic attitudes: Chénier, Bernardin de Saint-Pierre, Beaumarchais.

[38.1 Studies in the Life and Literature of the first half of the 19th Century §]
From the French Revolution to the Second Republic: the impact of the industrial revolution on French society; the development of French Romanticism: Chateaubriand, Lamartine, Vigny, Musset and Hugo; from Romanticism to Realism: Balzac and Stendhal.

[38.2 Studies in the Life and Literature of the second half of the 19th Century §]

From the Second Empire to the Third Republic: the rise of the new, "modern" world, its artistic and literary implications: Realism, Naturalism, Symbolism and the germs of contemporary sensitivity and thought. From Baudelaire to Apollinaire.

39.1 Studies in the Life and Literature of the 20th Century: André Malraux. § Fall

A study of one of the most important personalities of contemporary France through a detailed analysis of his life and works: essays, novels, aesthetic writings, memoirs; his political career. MME KROUCHI

39.2 Studies in the Life and Literature of the 20th Century: Camus and Sartre. § Spring

Through selected works of these authors, the course will study two of the most important figures of contemporary France and analyze their impact on modern literature and thought.

Civilization

46.1 French Civilization Fall

The geography of France, its physical and human aspects; the development of her political, social, intellectual and artistic history, from the origins to the end of the 16th century. (21.2 or permission) M. BOURCIER

46.2 French Civilization Spring

The development of the French State and the French Nation from the 17th century to the present; the main features of contemporary French ciivlization and culture. (46.1 or permission). M. BOURCIER

47.1 Problems of Contemporary France Fall

A seminar on the present situation in France: her political, economic, social, religious, and cultural life, and the problems facing her. (Permission) M. BOURCIER

50.1 and .2 Advanced Studies in Language, Civilization and Literature Fall and Spring

Candidates for the Master's degree, and qualified undergraduates, may be permitted to undertake a special project in reading and research under the direction of some member of the Department. STAFF

GERMAN

Associate Professor: *K. SPARKS (*chairman*); Assistant Professors: T. HUBER, V. H. VAIL; Instructor: W. M. HURLEY, JR.; Assistants: Miss JAKOBI, Miss SUTTER

Departmental students are required to take all of the eight courses which presently constitute the Major in German Literature. Since all higher courses will be conducted in

*Director of Graduate School in Germany Spring 1968–69

German, completion of 21.2 or its equivalent is prerequisite to acceptance into the department. In their junior and senior years qualified students may undertake approved independent research.

11.1 and 11.2 Beginners' German Fall and Spring

The course consists of three lectures, three drills and a laboratory hour.

Lectures. All grammatical explanations are given during the lecture hours. The lectures also pre-drill the student, which is to say, the student is guided through the exercises that he is to prepare for the following day's drill.

Drills. Drilling is done in groups of approximately ten students. Since they have been guided through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Laboratory fee $10.00 per semester. Mr. VAIL, Mr. SPARKS and STAFF

21.1 Intermediate German Fall

The course meets three hours a week in sections of approximately ten students. It begins with a comprehensive grammar review; this is followed by a phase in which literary texts are used as the basis of further language instruction and for the acceleration of reading speed. In the final phase of the course, progress in the language is supplemented by guided essay writing and textual interpretation. Laboratory fee $10.00. STAFF

21.2 Advanced German† Spring

The course meets three times a week in sections of approximately ten students. Modern German texts will be read and interpreted, and the student will be introduced to the methods of literary analysis. The course will further increase the student's fluency in spoken German and his facility in reading. Additionally, the student will be trained in the writing of interpretive essays. STAFF

31.1 Modern German Literature§ Spring

The course is designed to accommodate interested non-majors as well as majors. It will examine the development of German Literature since Naturalism, focusing on works by Hauptmann, Mann, Hofmannsthal, Kafka, Brecht and others. Considerable attention will also be devoted to representative post-war writers. Offered in alternate years; to be given in 1968–69.

33.1 The German Novelle§ Fall

This course will follow one genre, the *Novelle*, as it evolves through a century and a half of German writing. The aim of the course is to acquaint the student not only with the development of a form, but with the companion development of the critical concepts which serve it. Readings will range from Goethe to Kafka. Offered in alternate years; to be given in 1968–69.

Mr. VAIL

[35.2 German Lyric Poetry§]

Like the course in the *Novelle*, this course directs the student's attention to the evolution of a single genre through several "schools" and periods. Readings will cover major poets from the eighteenth century to the present. Offered in alternate years; not to be given in 1968–69.

[41.1 **The Eighteenth Century** §]
From Late Baroque up to and including *Sturm und Drang*. In addition to dealing with selected literary works of the early and mid-eighteenth century as objects interesting in themselves, the course will study these works as background for Goethe and Schiller, whose early works will be represented. Offered in alternate years; not to be given in 1968–69.

[41.2 **The Age of Goethe and Schiller** §]
A representative selection of Goethe's early and mature works will provide the frame of the course. The student will be given insight into the artistic development of a single great figure. Readings will include an early and a late novel of Goethe's, lyrics from throughout his career and several plays, one of which will be *Faust I*. A selection of Schiller's poems, essays and plays will be used to counterpoint Goethe's development and his interests. Offered in alternate years; not to be given in 1968–69.

43.2 **Romanticism** § Spring
This course will provide the student with the techniques for examining a period in depth. The emphasis will be on narrative forms, but some primary criticism (e.g. Novalis and the Schlegels) will be read as well. The course will give the student a basis from which to understand romantic themes and forms as they are carried forward into the twentieth century. Readings will include works by Wackenroder, Tieck, Novalis, the Schlegels, Eichendorff, Brentano, von Arnim, and E.T.A. Hoffman. Offered in alternate years; to be given in 1968–69.

45.2 **Seminar in German Drama** § Fall
The theme of this seminar will be the development of social and political criticism in the German theater. Readings will include tragedies, comedies and satires and will range from Büchner's *Woyzeck* to Brecht's *Mahagonny*. Offered in alternate years; to be given in 1968–69 Mr. Huber

[47.2 **Seminar: The German Novel** §]
The tentative theme of this seminar is the development of the *Bildungsroman* from Goethe forward. Readings will include novels by Goethe, Keller, Mann and Kafka. Offered in alternate years; not to be given in 1968–69.

RUSSIAN

Associate Professor: R. L. Baker (*chairman*); Instructors: S. D. Cioran, G. R. Motolanez; Associate: Mrs. A. Baker

The major in Russian consists of a series of courses leading systematically to a high degree of proficiency in the spoken and written language and to a general knowledge of Russian literature and cultural history from its beginnings to the present day.

While more and more students enter Middlebury College with two or three years of high school Russian, the majority of freshmen enrolling in Russian are just beginning their study of the language. A minimum of about two years of study of the language is necessary before one can effectively apply it to the study of literature and civilization. In order to introduce the major to Russian culture as soon as possible and while he is still learning the language, the Department offers the following course conducted in English:

25.1 and 25.2 Russian Literature and Culture. This course is also open to students who are majors in other departments. Students from other departments are also welcome in the following courses, which require no knowledge of Russian: 35.1 Dostoevsky, 36.2 Tolstoy, 37.1 The Russian Short Story, and 38.2 20th Century Russian Literature.

Admission to the major program is attained through satisfactory grades in 21.2 and 25.2 or through satisfactory scores on the qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present day.

Required for the major: 31.1–2 and three courses chosen from the following: 33.1, 33.2, 41.1, 41.2, 42.1, and 43.2. Although not required for the major, the following courses may count toward the major provided the total number of courses taken in Russian does not exceed 14: 35.1, 36.2, 37.1, and 38.2. Normally a student will be advised to take two winter program courses in the Department during his four years.

The Senior Program will consist of Independent Study (the equivalent of two courses) and General Examinations (the equivalent of one course). Independent Study will consist of the writing of a thesis under the direction of a faculty member and of periodic review seminars to prepare students for the General Examinations. Honors work will be integrated with the research project and thesis included in Independent Study.

11.1 and 11.2 Beginners' Russian Fall and Spring

Oral inductive approach to provide a firm control of the sound system and the structure of the language. Although the emphasis is on the spoken colloquial language, reading, writing, and the fundamentals of grammar are gradually introduced in order to provide a solid foundation for work in advanced courses or for reading in specialized fields. Five class meetings per week (two in lecture sections, three in drill sections) and intensive use of the language laboratory. (Russian 11.2 must be passed before credit for 11.1 is given.) Laboratory fee $10.00 per semester. Mr. BAKER and STAFF

21.1 Intermediate Russian Fall

Continuation of the oral approach used in 11.1 and 11.2 with increasing emphasis on reading and writing. Four class meetings per week (one in lecture, three in drill sections). Intensive use of the language laboratory. (Russian 11.2 or equivalent) Laboratory fee $10.00. Mr. BAKER, Mrs. BAKER

21.2 Intermediate Russian† Spring

Reading and conversation in Russian based on contemporary texts, both literary and non-literary. Intensive use of the language laboratory. (Russian 21.1 or equivalent). Laboratory fee $10.00. Mr. BAKER, Mrs. BAKER

25.1 and 25.2 Russian Literature and Culture (in English)§ Fall and Spring

A survey of Russian cultural history and literature from its beginning to the present day. In the first semester the main emphasis will be on the 19th century. In the second semester the main emphasis will be on the literature and culture of Soviet Russia. No knowledge of Russian is required.

Mr. CIORAN, Mr. MOTOLANEZ

31.1 Russian Phonetics, Diction and Conversation Fall

Intensive work in establishing correct Russian pronunciation and intonation.

Development of oral fluency and freedom in self-expression. Intensive use of language laboratory. (Russian 21.2 or equivalent) Laboratory fee $5.00.
Mr. BAKER

31.2 Russian Conversation and Composition Spring
Continuation of development of oral fluency together with review of grammar and study of some of the more intricate elements of Russian grammar. Intensive use of language laboratory. (Russian 31.1 or equivalent) Laboratory fee $5.00.
Mr. BAKER

33.1 and 33.2 Russian Prose and Drama of the 19th Century §
Fall and Spring
Reading in the original of works of some of the major 19th century writers. Classroom discussions in Russian. (Russian 21.2 or equivalent)
Mrs. BAKER

35.1 Dostoevsky (in English) § Fall
A study of the major works of one of the masters of Russian literature who has had a great influence on world literature, particularly on the Existentialists. No knowledge of Russian is required. Offered in alternate years. Will not be given in 1969–1970.
Mr. CIORAN

36.2 Tolstoy (in English) § Spring
A study of the major works of one of the giants of Russian and world literature. No knowledge of Russian is required. Offered in alternate years. Will not be given in 1969–1970.
Mr. MOTOLANEZ

[**37.1 The Russian Short Story (in English** §]
A study of some of the major Russian writers of short stories, with particular emphasis on Chekhov. No knowledge of Russian is required. Offered in alternate years. Will not be given in 1968–1969.

[**38.2 20th Century Russian Literature (in English)** §]
A study of 20th century writers more in depth than is possible in 25.2 and including some authors not included in that course. Greater emphasis on poetry than in 25.2. No knowledge of Russian is required. Offered in alternate years. Will not be given in 1968–1969.

41.1 and 41.2 Advanced Language Study Fall and Spring
Continued development of spoken and written skills, including stylistic analysis of various types of material. Entails use of the language laboratory. (Russian 31.2 or equivalent)
Mrs. BAKER

[**42.1 Russian Prose and Drama of the 20th Century** §]
A study in the original of some of the major 20th century writers of prose and drama. Classroom discussions in Russian. Will not be given in 1968–1969.

[**43.2 Russian Poetry** §]
Study in the original of Russian poetry from the 18th century to the present day. Classroom discussions in Russian. Will not be given in 1968–1969.

50.1 and 50.2 Advanced Studies in Language and Literature
Fall and Spring

Students who have the proper qualifications may undertake a special problem in reading and research under the supervision of a faculty member. Staff

SPANISH AND ITALIAN

Professor: S. CASTIGLIONE (*chairman*); Assistant Professor: E. WORTHEN; Instructors: Mr. H. ALBOR; Miss N. S. WRIGHT; Lecturer: *Mrs. C. CENTENO; Associate in Italian: MRS. P. B. CASTIGLIONE

The Major in Spanish consists of a body of courses which leads systematically to the perfection of the ability to read, speak and write Spanish, and to a general knowledge of the broad aspects of Spanish and Spanish American Literatures and Civilizations. A comprehensive examination is required of all majors in May of the senior year, covering in breadth and depth the cumulative materials of the four years of course work.

A study of Spanish literary style, of literary and historical movements is designed to lead the student to an appreciation of the creative genius of the various civilizations which make up the Spanish speaking world. The detailed study and discussion of the great literary creations will be further enhanced by studies in artistic movements affecting developments in painting, sculpture and architecture, as well as in music.

Required for a Major: Spanish 31.1, 31.2, 43.1, 43.2, 44.2, and 4 additional semester courses in Literature in the Department, Independent Study, and the General Examination. Women majoring in the Spanish Department are required to live in the Spanish corridor of Allen Hall for one year.

Students will have the opportunity to concentrate in Spanish or Spanish American Literature in the Independent Study program. The General Examination and Independent Study Programs will carry 3 course credits.

Spanish

11.1 Beginners' Spanish Fall

Elements of pronunciation; fundamentals of grammar; reading of cultural materials; dictations; vocabulary building. (Spanish 11.2 must be passed before credit for 11.1 is given.) Laboratory fee $10.00.

Miss WRIGHT, Mr. ALBOR

11.2 Beginners' Spanish Spring

A thorough study of regular, irregular, radical changing, and orthographic changing verbs; the subjunctive in noun, adjective and adverbial clauses; laboratory work to perfect pronunciation, with tape recordings and listening exercises. Laboratory fee $10.00. Miss WRIGHT, Mr. ALBOR

21.1 Advanced Grammar and Reading Fall

A review of grammatical principles; readings in Spanish and Spanish American Literature. Designed for students with two or three years of high school Spanish and some training in understanding and speaking Spanish.

Mr. WORTHEN, Miss WRIGHT

21.2 Advanced Grammar and Reading† Spring

A systematic review of Spanish grammar with particular emphasis on the most difficult points of syntax. Written and oral work in addition to extensive reading. Mr. WORTHEN, Miss WRIGHT

31.1 Introduction to Spanish and Spanish American Literature Fall

This course is designed to acquaint the student with the main authors and

*Director of Graduate School in Spain 1968–69

currents of the literature of the Spanish speaking world up to the XVIII Century. Intensive aural and oral training will be combined with extensive reading. Suitable for students who are not Spanish majors. (Spanish 21 or permission)

31.2 Introduction to Spanish and Spanish American Literature § Spring
Major literary trends and authors from the XVIII Century up to the present day. (Spanish 31.1 or permission)

40.1 Spanish Literature from the Middle Ages to the XVI Century § Fall
Based on the reading of unabridged works. Books to be read will include *Poema de Mío Cid*, *Libro de Buen Amor*, *El Conde Lucanor*, *La Celestina*, *Amadís de Gaula*, *La Diana*, *El Lazarillo de Tormes*, and the poetry of Garcilaso, Fray Luis and San Juan de la Cruz. Offered in alternate years. To be given in 1968–69.

40.2 Spanish Literature of the XVII and XVIII Centuries § Spring
Based on the reading of significant literary works such as *El Buscón*, *Fábula de Polifemo y Galatea*, *La Dorotea*, *El Sí de las niñas*, *Cartas Marruecas*, and selected essays by Feijoo and Jovellanos; popular poetry of the Golden Age will also be analyzed. This course will be complemented by Course 45.2. Offered in alternate years. To be given in 1968–69.

[41.1 Spanish American Literature §]
A study of the major literary trends and currents in Spanish America from the colonial chronicle to the contemporary novel, with special emphasis on those writers who must clearly reflect the unique aspects of Spanish American culture and civilization. Ricardo Palma's *Tradiciones*, the political essayists, and Indianist and Gauchesque literature are among the authors and literary movements studied. Offered in alternate years. Not to be given in 1968–69.

[41.2 Spanish American Literature §]
The second semester is dedicated to Modernist and Post Modernist poetry, literature of the Mexican Revolution, and such other currents as the psychological novel. Offered in alternate years. Not to be given in 1968–69.

42.1 The Spanish American Novel § Fall
A study of the main currents of the Spanish American Novel from the XIX Century up to the present. A dozen of the works of the outstanding authors will be read and analyzed. Offered in alternate years. To be given in 1968–69.
Mr. WORTHEN

[43.1 Spanish Civilization]
Study of the Spanish character and of Spain's contribution to world civilization; the geographical, ethnical, historical, political, and artistic evolution of Spain, together with a study of its traditions and customs. Offered in alternate years. Not to be given in 1968–69.

[43.2 Spanish American Civilization]
With a similar method and parallel subject matter to Spanish 43.1, this course will study Spanish America and its contribution to America's culture. Offered in alternate years. Not to be given in 1968–69.

[44.2 Advanced Language Study]
A course in composition. Designed to give a good preparation in written Spanish to students planning to teach. The idiomatic use of the Spanish language will be especially stressed, as it applies to the written and spoken language. (Spanish 21.2 or permission.) Offered in alternate years. Not to be given in 1968–69.

[45.1 Cervantes§]
A study of the most important works by Cervantes, including *Don Quijote*, samples of his *comedias* and *entremeses*, and *novelas ejemplares*, plus *El viaje del Parnaso*. Offered in alternate years. Not to be given in 1968–69.

45.2 Spanish Theatre of the XVI and XVII Centuries§ Spring
A thorough review of some of the most relevant dramatic pieces of this period. Authors studied will include Gil Vicente, Torres Naharro, Lope de Rueda, Lope de Vega, Tirso de Molina, Rojas, Alarcón, Vélez de Guevara, Moreto, and Calderón. Offered in alternate years. To be given in 1968–69.

46.1 Spanish Literature of the XIX and XX Centuries§ Fall
Romanticism, Realism, Naturalism and the Generation of '98 as reflected in the works of the major authors of the period. Offered in alternate years. To be given in 1968–69. Mr. WORTHEN

[46.2 Spanish Literature of the XIX and XX Centuries§]
A continuation of the generation of '98. Aspects of the generation of '27 and contemporary literature. Offered in alternate years. Not to be given in 1968–69.

50.1 and 50.2 Advanced Studies in Language and Literature
Fall & Spring
The student will work on an independent research project in consultation with a member of the staff.

Italian

11.1 Beginners' Italian Fall
Training in pronunciation; vocabulary building; a study of the fundamentals of the grammar and syntax; pattern drills; readings. Laboratory exercises are an integral part of the course. Five class meetings per week (two in lecture sections, three in drill sections). (Italian 11.2 must be passed before credit for 11.1 is given.) Laboratory fee $5.00 Mr. CASTIGLIONE

11.2 Beginners' Italian Spring
This course is devoted to a review and application of the basic principles presented during the first semester. Readings; compositions; reports; laboratory assignments. Five class meetings per week (two in lecture sections, three in drill sections). Laboratory fee $5.00 Mr. CASTIGLIONE

21.1 Intermediate Italian Fall

A thorough review of the structure of the language, combined with the reading of selections from contemporary Italian prose. Compositions; oral reports; laboratory assignments. Laboratory fee $5.00. Mr. CASTIGLIONE

21.2 Advanced Italian† Spring

Reading of works by modern and contemporary Italian authors. Discussions; compositions; laboratory assignments. Laboratory fee $5.00.

Mr. CASTIGLIONE

31.1 Literature§ Fall

The aim of this course is to acquaint the student, through classroom discussions and oral reports on representative works, with the principal currents and authors of Italian literature. The first semester will be devoted to the study of the development of Italian literature from the Sicilian School to the Renaissance. Mr. CASTIGLIONE

31.2 Literature§ Spring

During the second semester a study will be made of the main trends of Italian literature from the 16th century to the present. Discussions; reports.

Mr. CASTIGLIONE

50.1 and 50.2 Advanced Studies in Language and Literature

Fall & Spring

Mr. CASTIGLIONE

Division of the Social Sciences

(Chairman to be appointed)

ECONOMICS
HISTORY
POLITICAL SCIENCE
PSYCHOLOGY
SOCIOLOGY-ANTHROPOLOGY
TEACHER TRAINING

ECONOMICS

Professor: D. K. Smith (*chairman*); Associate Professors: J. V. Craven, K. H. Wolff; Assistant Professors: D. M. Bechter, T. H. Hibbard, J. T. Wenders.

The Economics Department seeks fundamentally to develop the student's capacity for economic analysis. This goal seems ever more appropriate as economic problems become more numerous and more complex. The departmental program is structured to provide a solid grounding in the discipline of Economics. This structuring, the Department is convinced, serves equally well the needs of both the terminal major and the graduate school candidate.

The Principles course, open to members of all four classes, provides a review of modern Economics with insights into its policy applications and a foundation for more advanced work. The increased use of quantitative methods in the work of the economist calls for the study of Accounting, Statistics, and Mathematics by the major, hence, the Department urges that the Mathematics requirement, Mathematics 11.1 and 12.1 be attended to in the Freshman year. Statistics and Accounting are usually taken during the Sophomore year. Economics 33.1 is also suggested for that year since a continuing exposure to theoretical Economics is deemed wise. The normal program for the Junior year is Economics 38.1 and .2 and 42.2. The background work in theory and quantitative methods described above is the basis for two terms of Independent Study and one term of General Examination preparation in the Senior year. The Independent Study consists of a series of projects carried out under departmental direction. The General Examination preparation is carried out with a minimum of supervision and direction. This Examination is the natural culmination of the integrated program of the major in Economics.

The Department serves as a clearing house for information on Graduate Schools in Business and Economics. Students planning to do graduate work in Business or in Economics should take Mathematics 11.1 and 12.1 and Economics 49.2. Non-economics majors going to Business School should take at least Economics 11.1 and .2, 26.1 and 27.1 in addition. Any student planning to do graduate work in Mathematical Economics or in Econometrics should take Mathematics 34.2 and 35.2.

Required for a Major in Economics: 11.1, 11.2, 26.1, 27.1, 33.1, 38.1, 38.2, 42.2, Independent Study, and the General Examination. One other elective course in Economics is required for majors of the Class of 1969. This course may be a Winter Course. For the Class of 1970 and subsequent classes, one Winter Course is required. Mathematics 11.1 and 12.1 or their equivalent are requirements for the Class of 1970 and thereafter.

Cognate Courses Strongly Recommended: Mathematics and History
Cognate Courses Recommended: Geography and Political Science

11.1 Principles of Economics Fall

A study of the scope of Economics; economic systems; price theory; foreign trade; income distribution. Staff

11.2 Principles of Economics Spring
A study of the determination of income and employment; the banking system and monetary policy; fiscal policy; aspects of foreign trade not covered in 11.1. (The two semesters of 11 may be taken in either order but credit for one semester is withheld until the other has been successfully completed.) STAFF

26.1 Economic Statistics Fall and Spring
Theory and interpretation of statistics. Introduction to probability theory, statistical inference, regression analysis, decision theory, index numbers, time series analysis. Computer number fee, $5.00. Mr. BECHTER

27.1 Principles of Accounting Fall and Spring
The philosophy of Accounting; accounting procedures with maximum emphasis on the theoretical considerations involved; proprietorship, partnership and corporate accounting. (This course is strongly recommended for all students planning for graduate study in law or business.) Mr. SMITH

[27.2 Principles of Accounting]
Cost accounting; financial analysis; theory of accounting, with emphasis on society's interest in accounting practices and the possible alternatives to those practices. (Econ. 27.1)

33.1 The Theory of the Firm and the Consumer Fall
A detailed analysis of the pure theory of consumption and production employing indifference curve techniques throughout. Particular attention is given to the derivation of supply and demand functions in both product and factor markets from the maximizing behavior of firms and consumers. A general equilibrium model is presented as a unifying element. Relevant mathematical tools are developed as needed. (Econ. 11.1 and 11.2, Econ. 26.1 or Mathematics 11.1 or 12.1 or permission) Mr. BECHTER

[34.2 The Corporation and the Economy]
A study of corporate financing; the corporation as an object of public policy; the corporation viewed as a major influence in the economy. (Econ. 11.1 and 11.2)

[36.1 Labor Problems]
The history of the labor movement; union structure and government; economics of the labor market; labor legislation. (Econ. 11.1 and 11.2)

38.1 The National Economy Fall
A detailed analysis of the determinants of the level, growth, and fluctuations of national income, employment, and prices. The contributions of both the Classical and Keynesian theories are presented in a general equilibrium context. Modern theories of economic growth and business cycles are discussed. (Econ. 11.1 and 11.2, Econ. 26.1 or Mathematics 11.1 or 12.1, or permission.) Mr. HIBBARD

38.2 The National Economy Spring
A study of public policies affecting aggregate output, employment, prices,

fluctuations and growth. The emphasis is upon fiscal and monetary measures as employed in the United States. (Econ. 38.1)

[40.1 Economic Growth]
A study of the attempts to broaden economic theory beyond static analysis toward a theory of dynamic change and growth. (Econ. 11.1 and 11.2; Econ. 38.1 or permission.)

40.2 Economic Development Spring
An analysis of history, theory, and competing contemporary policies for economic development. (Econ. 11.1 and 11.2) Mr. WOLFF

42.2 Public Policy Toward Business Spring
A detailed analysis of the behavior of the firm under varying market structures and the public policy implications. In each case, the relevant theoretical tools are developed and applied to a particular industry in the United States. Emphasis is placed on modifications and extensions of the traditional theory of the firm as a tool for the analysis of existing market structures. Consideration is given to the dimensions of public policy throughout. (Econ. 11.1 and 11.2) Mr. WENDERS

43.1 International Trade Fall
A study of the economic basis of international trade and investments. The emphasis throughout is upon theoretical analysis. Consideration is given to questions of public policy toward trade and finance and to the operation and efficacy of institutional arrangements. (Econ. 11.1 and 11.2)

[44.2 Government Finance]
Principles and practices relating to government revenues, budgeting and expenditures, incidence and effects of taxation; fiscal policy; the use of public credit.

[45.2 Comparative Economic Systems]
An analysis of the alternative methods proposed and used for solving the universal economic problems under different social and political philosophies and forms of government.

[48.1 and 48.2 Economic Thought and Modern Economic Tendencies]
A study of the great thinkers in Economics against the background of their times.

49.2 Mathematical Economics Spring
A study of selected topics in economic analysis with the use of mathematical and statistical methods. (Econ. 11.1 and 11.2 and permission.) Computer number fee, $5.00. Mr. BECHTER

50.1 and 50.2 Special Individual Research Fall and Spring.
To be arranged for qualified students as the need arises. STAFF

HISTORY

Professors: *W. B. CATTON, P. E. TILLINGHAST (*chairman*); Visiting Professor: H. M. JONES; Associate Professor: N. B. CLIFFORD; Visiting Associate Professor: W. W.

*On leave 1968–69

SCHMOKEL; Assistant Professors: *A. J. KNOLL, *M. E. LAMBERTI; Instructors: J. S. FREIDIN, T. B. JACOBS, C. C. MURRAY, E. R. STEHLE; Lecturer: Mrs. D. E. CROWLEY

Miss U. M. HEIBGES, Mr. G. D. O'BRIEN

The History major combines an introduction to several areas of historical knowledge and extensive study in two of these areas with intensive training and practical work in historical research. All History majors are required to take History 12 (or its equivalent), and four other semesters from among the lecture-courses in History. In their junior year, they take one pro-seminar in fall and History 46.2 and 47.2 in spring. These constitute the Junior Qualifying Program. All senior majors write a senior thesis for their Independent Study project and prepare for the Comprehensive Examination.

The cognate fields most usually recommended are: foreign languages, Economics, Political Science, Geography, and English and American Literature. Religion 34 (History of Christianity) will be counted as a History course for those who wish to do so.

Required for all History majors: History 12 or its equivalent; four semesters of other lecture-courses in History; one pro-seminar; History 46.2 and 47.2; the senior thesis; and preparation for the Comprehensive.

12.1 European Civilization Fall

The development of European ideas and institutions in the Middle Ages, Renaissance and Reformation; the first impacts of Europe on the rest of the world; baroque statesmanship and the beginnings of the Enlightenment. (Primarily for freshmen and sophomores; juniors and seniors admitted by permission only.) Mr. TILLINGHAST and STAFF

12.2 European Civilization Spring

Continuation of 12.1. From the 18th century to the present.

Mr. TILLINGHAST and STAFF

13.1 Ancient History Fall

The Near East and Greece to the rise of Macedonia. Miss HEIBGES

13.2 Ancient History Spring

Continuation of 13.1 The Hellenistic Near East and Rome. Miss HEIBGES

[22.1 American History 1607–1877]

History 22 is organized on the assumption that most students will have previously done work in American History and have a knowledge of the basic narrative material of this field of study. Accordingly lectures and reading will stress interpretations and will be topical in nature. History 22 is the normal introduction to further work in American History. The first semester analyzes the development of distinctive American institutions through the Civil War. The lectures, readings and discussions emphasize the political and economic structure of the nation. To be offered 1969–70.

[22.2 American History 1865–1960]

Continues the approach of 22.1. This course emphasizes the responses to the crisis of industrialization, the changing relationship between government and the economy, social and intellectual developments and the emergence of the United States as a major world power. To be offered 1969–70.

*On leave 1968–69

23.1 English History, 1485–1760 Fall
Tudor, Stuart and early Hanoverian England: frequent variations on a limited set of themes in a basically stable society. Mr. TILLINGHAST

23.2 British History since 1750 Spring
A survey of the period since the Industrial Revolution. The focus will be on social and intellectual change, and on the growth of reform movements to meet those changes. Mr. CLIFFORD

28.1 European Social and Intellectual History, 1789-1890 Fall
An analysis of European thought and culture from the French Revolution to the *Fin de Siècle*. Primary emphasis will be placed on the interaction between intellectual developments and social and cultural patterns. Students will be assigned intellectual source documents and interpretive readings. Mr. STEHLE

28.2 European Social and Intellectual History, 1890–1945 Spring
Continuation of 28.1. Mr. STEHLE

29.1 Revolution and Romanticism Fall
A study of possible relations between the revolutionary movements in America and Europe from 1775 through 1830 and the development of romanticism in philosophic thought and the major arts. Mr. JONES

[32.1 Economic History of the United States]
An analysis of American economic development from the 17th century to 1860, with frequent attention to European influences and emphasis on the relationship between economic activity and social, political and intellectual History. (History 22 or permission.) (Given in alternate years; to be offered in 1969–70)

[32.2 Economic History of the United States]
A study of industrial development and its consequences from the Civil War to the present. (History 32.1 or permission.) (Given in alternate years; to be offered in 1969–70)

[33.1 The Middle East and Africa—an historical study]

33.2 The Middle East and Africa—an historical study Fall
Traces the rise of European influence in Africa. Special attention to the decolonization process and to the problems of nation-building. Mr. SCHMOKEL

[34.1 History of Modern Europe, 1815–90]

[34.2 History of Modern Europe, 1890–1950]

35.1 Medieval History Fall
Western Europe from 1000 to 1300. The development of feudalism, the growth of the papacy as an administrative institution, and the consolidation of the first national monarchies. Mr. TILLINGHAST

35.2 The Renaissance and Reformation Spring
Western Europe from 1300 to 1600. Political and social changes in the north,

the growth of humanism in the south, the religious revolts and the Catholic Reformation. Mr. TILLINGHAST

36.1 American Intellectual History to 1865 Fall
Extensive reading in primary and some secondary material dealing with major currents in American thought. Lectures and class discussions are aimed at defining views and interpretations. Topics include Puritanism, the American Enlightenment, 19th century democratic thought, reformers and their critics, and pro-and anti-slavery writers. Mr. MURRAY

36.2 American Intellectual History since 1865 Spring
The impact of industrialism and science on American thought and values. Topics include conservatism, Social Darwinianism, naturalism, pragmatism, imperialism and America's mission in the 20th century, progressivism, New-Dealers, the idea of mass culture, the problem of loyalty, and the role of intellectuals in a democratic state. Mr. MURRAY

37.1 Twentieth-Century America Fall
A study of the political and social forces in America, concentrating on the 1890's, America's rise to world power, the Progressive era, the first World War, and the 1920's. Mr. JACOBS

37.2 Twentieth-Century America Spring
A study of the political and social forces in America, concentrating on the Great Depression, the New Deal, the Second World War, postwar America from the Fair Deal to the New Frontier, and the Cold War. Mr. JACOBS

38.1 East Asia to 1800 Fall
Surveys the development of China and Japan from their beginnings until the eve of the impact of western Imperialism. The focus will be on the development of traditional social and political institutions, and on their intellectual background. Mr. CLIFFORD

38.2 East Asia since 1800 Spring
Continuation of 38.1, stressing the process of change following increased contact with the West, the challenges to traditional society, and the Asian responses. Mr. CLIFFORD

[**40.1 Philosophy of History**]

40.2 Philosophy of History Spring
An investigation of the two basic trends on the philosophy of history: critical and speculative. Readings from Eliade, Hegel and Toynbee will approach the problem of "the meaning of history." Contemporary readings from various authors will analyze the nature of historical knowledge in its relation to the natural sciences. Mr. O'BRIEN

41.1, 42.1, 43.1 Pro-Seminars Fall
The purpose of the pro-seminars is to teach students how to put together a research paper. About the first four weeks are spent in covering the area of the course in class, and the reading stresses bibliography. During the rest

of the course students write a long paper using class time to report their progress. Research topics are chosen to improve the knowledge of the whole class in the subject area. Required of majors in their junior year, and open to others by permission. STAFF

American History:

41a.1 The Era of the American Revolution
Readings and discussion will aim at an understanding of the nature of society and politics in 18th century America, and the nature of the American Revolution: was it a social revolution, did it have ideological connections with the Enlightenment and the French Revolution?

41d.1 The New Deal and World War II, 1930-45
An analysis of political, social and economic forces during the New Deal, the American response to the international crises of the 1930's, and the diplomacy of the American leaders during World War II.

41e.1 Education in America
Reading emphasizes developments in schools and colleges during the 19th century and parts of the late 18th and early 20th centuries. Students may write either on informal educational influences such as those of the family, mass media, and other social institutions, or on formal education. (This course will also receive credit for Teacher Education.)

European History:

42a.1 Europe in the Fin de Siècle, 1890-1914
Emphasis will be on dissident trends in European thought and culture immediately prior to World War I.

Non-Western History:

43a.1 The Age of Imperialism
The diplomatic, administrative, and economic foundations and development of 19th and 20th century imperialism. The stress will be on Asia, but students who wish to work in other areas will be encouraged to do so.

[45.1 Intellectual History of Europe]

[45.2 Intellectual History of Europe]

46.2 The Literature of History Spring
Extensive directed reading in the field of the student's choice designed to give him a thorough grounding in the secondary literature and major interpretive problems of a particular area of history. The course will be divided into four sections: American, European, Asian and African history. (Required of junior majors; open to others by permission.) STAFF

47.2 Historical Writing and Research Spring
During the first five weeks students will re-write their pro-seminar papers. For the last eight weeks they will do preliminary research on the background

of their senior thesis. There will be an examination at the end on the period of the thesis. STAFF

50.1 and 50.2 Fall and Spring
Special research projects. (Permission only) STAFF

POLITICAL SCIENCE

Professors: C. L. HOAG, *H. E. THURBER; Associate Professor: R. B. CARROLL; Assistant Professors: R. J. LENG (*acting chairman*), P. NELSON; Instructors: M. DRY, O. F. LOGOGLU

The Major in Political Science provides a broad background of knowledge of government and politics and supplies a framework within which individuals may view national and international affairs. Essentially the major program provides an understanding of political phenomena through the study of policy-making and its implementation which stresses the theoretical structure and its close relationship to practical politics. The Department offers a selected core curriculum with an opportunity to pursue the discipline further through independent study and research. Cognate courses for the Political Science major may range over a broad field and may be planned variously to meet differing purposes of the students. It is recommended that at least one course in Political Science be elected each year.

Required for a Major: 11.1, 11.2, or a qualifying examination, Independent Study and the General Examination. A total of 10 courses in Political Science must be completed in order to satisfy major requirements.

11.1 Introduction to Political Science Fall
A study of the classics in political science from Plato to Marx, involving an analysis of fundamental political problems and the basis of their solutions as well as a consideration of the different approaches to the study of politics. Two lectures and one discussion section per week. (Open only to freshmen) STAFF

11.2 American Goverment Spring
An examination and analysis of the principles of liberal democracy and their embodiment in the American Constitution and an analysis of the basic issues of American politics. (Open only to freshmen) STAFF

American Political Institutions

[21.1 State and Local Government]

33.2 Administration and Policy Development Fall
Administrative officials and the determination of public policy with emphasis on the problem of securing responsible government through Congressional supervision, judicial review, and Presidential control. Mr. CARROLL

40.1 American Politics and Legislation Fall
The American political process; the theory and practice of politics; the functions and activities of political parties and interest groups and their role in the initiation and control of governmental policies, including a consideration of crucial political issues and practical politics. Mr. DRY

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*On leave 1968–69

40.2 President and Congress Spring
Constitutional examination of how and why American Government has been characterized at different times as both Congressional and Presidential Government. Proposals for reform evaluated in terms of purpose of American politics. Mr. DRY

45.1 American Constitutional Law Fall
The study of the origins and framing of the Constitution and Supreme Court decisions and other writings dealing with problems of separation of powers and federalism. (Open to juniors and seniors, sophomores by permission) Mr. CARROLL

45.2 American Constitutional Law Spring
The study of the Bill of Rights and the Fourteenth Amendment as interpreted by Supreme Court decisions and related documents. (P.S. 45.1 and permission) Mr. CARROLL

International Relations and Foreign Policy

20.1 International Politics Fall
A conceptual framework for the study of international politics. The focus is on foreign policy decision-making, evaluation of capabilities, and interstate relations from the viewpoint of the international system. Mr. LENG

20.2 International Politics Spring
A study of international strategy and bargaining techniques, and major factors of conflict and cooperation in the contemporary international system, including an exercise in inter-nation simulation. (20.1) Mr. LENG

36.1 and 36.2 American Foreign Policy Fall and Spring
Analysis of policy in the postwar period as reflecting the response of the United States to the requirements of leadership in a changing world. Emphasis upon the relation of policy to the political process. Evaluation of American policy in the Cold War by means of special case studies in particular problem areas. Mr. HOAG

42.1 International Politics: Theory Fall
An examination of international politics as a discipline. Emphasis will be on major contemporary approaches, methodological trends, and analysis of the international system. Mr. LENG

42.2 International Politics: Theory Spring
An investigation of contemporary approaches to the analysis of foreign policy-making. Approaches will be considered in relation to different aspects of the policy-making process. Socio-psychological and communication theories, game theory, content analysis, and inter-nation simulation will be considered as research tools. (Permission) Mr. LENG

Comparative Government

22.1 The Study of Comparative Politics Fall
An introduction to the field of comparative politics. The history of the

comparative method, its advantages and limitations in the study of politics will be examined. There will be a survey of the major theoretical approaches used in comparative political analysis as well as a statement of the substantive concerns of the field. Mr. LOGOGLU

22.2 Political Systems of Europe Spring
A comparative analysis of selected political systems in Europe. Emphases will be on variations in political structures and functions as well as on the relationship of the polity to the economy, the society, and the international community. Major concentration will be on Britain, the Soviet Union, and Sweden. Mr. LOGOGLU

35.1 Governments and Politics of the Far East Fall
A study of the governmental systems of selected countries of the Far East. Attention given to ideology, political institutions, social and economic development as well as foreign relations. Emphasis upon the postwar period as influenced by nationalism and communism. China and Korea. Mr. HOAG

35.2 Governments and Politics of the Far East Spring
Continuation of 35.1 Japan and India Mr. HOAG

41.1 The Politics of Developing Areas Fall
A study of the political processes and structures of the developing areas. The most salient problems facing the new nations, their capabilities in coping with these tasks, and their future prospects will be analyzed. The approach will be comparative and empirical data will be drawn from a wide range of geographical and temporal contexts. Mr. LOGOGLU

41.2 The Politics of Modernization in the Near East and North Africa Spring
A comparative analysis of social change in Islamic societies from Morocco to Pakistan, with particular emphasis on Turkey, Iran and Egypt. Topics covered will include the transformation of ruling elites, social classes, and ideologies, the question of Israel, and problems for U.S. policy. Mr. LOGOGLU

Political Philosophy and Behavior

38.1 Political Philosophy Fall
An examination of contemporary theoretical positions in or affecting political science, followed by study of the writings of selected Greek, Roman, Christian, Jewish and Muslim political philosophers. The period covered in the historical part of the course is roughly from Plato to Machiavelli.
Mr. NELSON

38.2 Political Philosophy Spring
A continuation of 38.1 from Machiavelli to the present. (38.1 or permission).
Mr. NELSON

43.1 Political Behavior Spring
A study of contemporary empirical political science in terms of its relation

to classical or traditional political science, its theoretical presuppositions, its methods and concepts, and some of its applications to American political phenomena. Mr. NELSON

43.2 Seminar on Political Theory Fall
Intensive study of a theme, or epoch, or author of political thought to be announced. By permission. Mr. Nelson

50.1 and 50.2 Advanced Projects in Research Fall and Spring
STAFF

PSYCHOLOGY

Professor: A. H. EWELL (*chairman*); Associate Professor: D. L. PROUTY; Assistant Professors: D. E. CROWLEY, J. T. POLEFKA; Research Assistant: E. M. BURRILL.

For the student who majors in psychology engagement with experimental data lays the basis for an empirically-founded and objective formulation of principles of human behavior. He may encounter the data in published research reports, in his regular laboratory work, and in connection with his own research along lines that he finds important. The revelant observations may involve human subjects or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the source of his observations, the student comes to see them as products of the experiments that generated them, and thus he evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of his sophomore year, through work in Psychology, in Mathematics, and in Biology and/or Chemistry, he has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During his last two years he makes use of his accumulated knowledge and skills in his deep involvement with several areas of central importance to psychology.

Students generally choose to complete as much as possible of their formal course work toward the major by the end of the junior year so that their work in psychology as seniors can be devoted to independent reading and study and to individual research in Psychology 70, the Senior Research Program. Participation in this Program may lead to the award of Departmental Honors.

Required for a Major in Psychology: 11.1, 11.2, 23.1, 34.1 and at least four additional fall or spring term courses in psychology, Qualification in Psychology, Senior Independent Study and the General Examination in Psychology; a year of college mathematics; and at least two one term courses in the Natural Sciences Division, these courses to be chosen in consultation with the Psychology Department.

Qualification in Psychology must ordinarily be accomplished by the end of the student's sophomore year and is achieved by completion of Psychology 11.2 with a grade of at least 70, by completion of Psychology 23.1 with a grade of at least 70, and by completion of the extra-departmental major requirements as stated above. A student who has not met Qualification by the end of his sophomore year may be granted exception to the requirements on action of the Department in response to his written request.

Senior Independent Study involves conferences with staff and preparation of several papers and presentation of these papers to a seminar during the fall and spring terms of the student's senior year. Preparation for the General Examination, given yearly in May, will involve independent reading by the student. This preparation may be done as the equivalent of one course during the fall or winter or spring term of the student's senior year at his choice.

11.1 and 11.2 Fundamentals of Psychology Fall and Spring
To acquaint students with the foundations of psychology and also to serve as basis for advanced work in the field, this course deals with the scientific study of human behavior. The lectures and discussions constitute a detailed examination of the major topics of psychology on the behavioral, cognitive, and biological levels, and explore the nature and variety of behavior with a view to providing a set of explanatory principles. The final examination in Psychology 11.2 will cover the year's work. (Open to freshmen and sophomores without permission. Open to juniors and seniors with permission.)
STAFF

23.1 Principles of Research Fall and Spring
This course introduces the student to psychological experimentation particularly as it relates to the variables influencing human performance. The student comes to grips with problems of the design and conduct of experiments as well as the proper procedures for analyzing and reporting the experimental results. (Psych. 11.1; one term of college mathematics) 3 hrs. lecture, lab. Calculator fee, $6.
Mr. EWELL

23.2 Psychophysics Spring
Lectures deal with the nature, definition, and measurement of the sensory unit, the relations of stimulus parameters to this unit, and classical and modern formulations of the psychophysical law including those of Fechner, Stevens, Helson, and the quantal theorists. Consideration is also given to the fundamentals of information theory and decision theory as they apply to signal detection. Laboratory work includes representative experiments in the above fields. (Permission). 3 hrs. lecture, lab. Laboratory fee $5.
Mr. EWELL

28.1 Developmental Psychology Fall
The purpose of this course is to examine human development in terms of the principles and methods of psychology. The course will consider in turn such topics as: the nature of the developmental process, the methodology of child study, perceptual-motor development, the development of language and intellectual skills, and the development of gender role. (Psych 11.2)
Mr. PROUTY

29.1 Social Psychology Fall
After a brief review of the implicit assumptions, both historical and contemporary about "the nature of human nature," this course proceeds to a critical examination of the basic experimental literature in the field. At the same time it also examines a number of areas within social psychology (e.g. communications, attitudes, group dynamics) from the point of view of the relation between empirical data and theory. The emphasis throughout is on the individual in the social situation, and the basic principles from general psychology underlying his behavior. (Psych. 11.1, 11.2, and permission)
Mrs. POLEFKA

31.2 Experimental Psychology: Learning Spring
The course involves a detailed examination of research in the area of learning

with respect to problems of experimental design and theoretical interpretation. The topics studied include Pavlovian conditioning, instrumental training, discrimination, transfer of training, and verbal learning. The laboratory work in this course centers around conditioning and training techniques with human and animal subjects. (Psych. 23.1) 3 hrs. lecture, lab. Laboratory fee $5. Mr. PROUTY

32.2 Experimental Psychology: Sensory Processes Spring
The sensory processes in humans are studied in terms of the interactions among physical stimuli, receptor organs, and naural coding mechanisms in the light of behavioral, cognitive, and physiological research findings that delineate their characteristics. Consideration is given to the simulation of sensory processes by computer. Laboratory work considers quantitative description of these processes. (Permission) 3 hrs. lecture, lab. Laboratory fee $5.00, Computer fee $5.00. Mr. CROWLEY

[33.1 Measurement of Human Performance]

34.1 Physiological Psychology Fall
Lectures deal with the ways in which underlying neurophysiological, neuroanatomical, and endocrinological processes affect behavior. In laboratory work the student learns electrode implantation, histological methods for the examination of neural structures, and other techniques for direct study of brain-behavior relationships in living organisms. (Psych. 11.1, 11.2, and permission. Permission will be granted to students having strong backgrounds in psychology, biology, or chemistry.) 3 hrs. lecture, lab. Laboratory fee $10. Mr. CROWLEY

38.2 Personality Spring
This course emphasizes the scientific conceptualization of the unique individual personality. Various historical and contemporary formulations are critically examined in the light of both the available experimental evidence and the criteria for acceptable hypotheses. On the basis of these considerations, the course attempts to specify appropriate approaches to, and conceptualizations of, the individual. (Psych. 11.1, 11.2, and permission) Mrs. POLEFKA

46.2 Psychopathology Fall
An initial series of lectures deals with the symptomatology and nosology of mental illness. The research literature on the etiology of mental illness, and on selected topics in psychopathology (e.g., epilepsy, experimental neurosis, psychotomimetics) is reviewed and assessed by student panels or through student research papers presented to the seminar. (Psych. 11.1, 11.2, and permission) Mr. EWELL

50.1 and 50.2 Advanced Study
A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission) STAFF

70.1 and 70.2 Senior Research Program

Students participating in this program engage, under the sponsorship of a staff member, in extended independent, original research in addition to their required Senior Work. The program is open to any senior psychology major with permission from the department. Students whose work in this program is of outstanding quality and who also meet College-wide requirements for Departmental Honors (See p. 19) will after presentation of, and examination on, their work be awarded Honors, High Honors, or Highest Honors in Psychology upon graduation. Work in this program may be substituted as the equivalent of a course in any two of the three terms of the student's senior year.

STAFF

Senior Work: Independent Study and General Examination

In Independent Study the student chooses over the year one or a small number of topics in the literature of psychology to pursue deeply on his own. He reports to his fellow students several times on this work. He is expected also to work independently throughout the year in preparation for the General Examination which covers the field of psychology rather than specific course material.

STAFF

SOCIOLOGY-ANTHROPOLOGY

Associate Professors: D. H. ANDREWS, R. K. HAERLE, JR. (*chairman*); Instructors: B. A. PARKS, JR., and JEAN J. KLIMAN (Miss).

The major in Sociology-Anthropology will provide the student with a significant perspective for the systematic analysis and understanding of human behavior resulting from cultural and societal forces. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the interrelations between culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

To achieve the requisite understanding of human behavior in the sociocultural context, the major in Sociology-Anthropology is exposed to the theoretical and empirical literature through a coordinated series of required and elective courses. During the beginning course (12.1 and 12.2), the student is introduced to the basic concepts, theories, and findings of both sociology and anthropology. There follows a set of required courses designed to unfold the key aspects of the organizational life of non-literate (34.2) and American (28.2) societies, along with some of the theoretical underpinnings (40.1). For his elective courses, a student is free to pursue the study of those problem areas or special interests which best suit his future career plans. This formal course work leads naturally to, and serves as the foundation for, the more complex reading and scholarly research and writing required of the senior major in the Senior Program. The work of the major culminates in the General Examination.

Required for the major in Sociology-Anthropology: Soc. 12.1, 12.2, 28.2, 34.2, 40.1, The Senior Program, The General Examination, plus a minimum of five but not more than nine Fall and Spring Courses in the Department (to include the Senior Program courses) and a minimum of one but not more than two Winter courses in the Department (one of which may be part of the Senior Program). The selection of cognate courses will be planned with the major's advisor, taking into consideration the student's aims and purposes in the department.

The Senior Program will consist of the Senior Thesis and the General Examination. With the exception of Honors candidates (to be discussed below), the program will carry *three* course equivalents, two of which will be allocated to the Senior Thesis and the remaining one to the General Examination. For every student, the Spring term will be devoted to preparation for the comprehensives. The two course equivalents designated as the Senior Thesis will normally be taken, one each, in the Fall and Winter terms.

For the Honors candidate, the new Senior Program will consist of the Honors Thesis and the General Examination. This program will carry *four* course equivalents, three of which will be allocated to the Honors Thesis and one to the General Examination. As above, the Spring term will be devoted to preparation for comprehensives, with a course credit of one. The three courses assigned to the Honors Thesis, along with the comprehensive preparation, will normally be handled in a 2–1–1 pattern.

Consult the Department bulletin for further details on the Senior Program.

Strongly recommended courses: Econ. 26.1, Pol. Sci. 43.1, Rel. 33.1, 33.2, Am. Lit. 21.1, 21.2, 46.2, Hist. 36.1, 36.2, Psy. 29.1, 38.2.

12.1 Introduction to Anthropology Fall

An introduction to the major sub-fields of anthropology—physical anthropology, archaeology and social anthropology. To be examined is the evolution and contemporary variation of man and culture, using data from human paleontology and biology, the archeological record and ethnographic studies. (Not open to juniors and seniors except by permission).

Mr. ANDREWS and STAFF

12.2 Introduction to Sociology Spring

A systematic study of society and social organization. Major theoretical concepts of sociological analysis presented and applied to the basic institutions of man and areas of specialized interest. Emphasis on American society. (Not open to juniors and seniors except by permission).

Mr. HAERLE and Mr. PARKS

[23.1 Physical Anthropology]

28.1 Peasant Society and Culture Fall

Comparative analysis of contemporary peasant societies and cultures. Examination of the social position of the peasants in the wider society of which they form a part. Study of the distinctive folk traditions and customs of peasant societies. Analysis of the impact of twentieth century political and economic changes on the cultural values and social systems of differing types of peasant societies. (Soc.-Anthro. 12.1, 12.2, or permission) STAFF

28.2 American Community Studies Spring

An examination of representative communities and subcommunities, within the framework of the folk-urban continuum. The structure of social class, status and power, and the relationship among institutions within the community. Assessment of methodological approaches. (Soc.-Anthro. 12.1, 12.2, required; 28.1 recommended) Mr. HAERLE

32.2 Socio-cultural Change Fall

An examination of socio-cultural change with emphasis on evolution, ac-

culturation and the development process, using data primarily from non-Western peoples. (Soc.-Anthro. 12.1, 12.2, or permission) Mr. ANDREWS

[33.1 **The Family**]

34.1 Majority-Minority Relations Fall
Focus on the causes, purposes, and consequences of prejudice, discrimination, and segregation, especially as they are manifested in various institutional contexts. Problems of self-conception, adjustment patterns, social movements, community organization, and styles of life. Special emphasis on the Negro American. (Soc.-Anthro. 12.1, 12.2, or permission) Mr. HAERLE

34.2 Social Organization Spring
Analysis and comparison of the organized social behavior and institutions of non-literate societies. Detailed examination of the structure, functions and development of social organization in non-literate society. Special emphasis on kinship and legal systems of representative tribal societies. (Soc.-Anthro. 12.1, 12.2, or permission) Mr. ANDREWS

36.2 American Indian Spring
An analysis of the major culture areas of native North America. Representative groups of Indians will be discussed in terms of ecology, racial and linguistic affiliation, social organization and values orientation. The diffusion of culture traits from Meso-America, Oceana, and Asia as well as intra-diffusion will be analyzed, along with the development of institutions. (Soc.-Anthro. 12.1, 12.2, or permission) Mr. ANDREWS

[37.1 **Public Opinion and Mass Communication**]

[37.2 **Problems in Ethnography**]

38.2 Work and Society Spring
The study of work as a social and organizational phenomenon from two complementary points of view: (a) the sociology of occupations and professions, stressing the process of professionalization, career selection, and colleague and client relationships, and (b) industrial sociology, with emphasis on the conflict of formal and informal structures in industrial and bureaucratic organizations. (Soc.-Anthro. 12.1, 12.2, or permission) Mr. HAERLE

39.2 Social Stratification Spring
The nature and functions of stratification in American society. Theories and evidence examined. Comparative analysis of the nature of the social classes and the influence of stratification on behavior, status, prestige, and institutionalized social roles. (Soc.-Anthro. 12.1, 12.2, or permission; 34.2 recommended) Mr. PARKS

40.1 Sociological Theory Fall
A critical analysis of the major sociological theorists who have or are influencing contemporary American sociology, through the use of original sources. Emphasis will be given to Marx, Weber, Durkheim, Simmel, and Parsons. Implications and applications of their ideas to contemporary theory and research. (Soc.-Anthro. 12.1, 12.2 and permission) Mr. HAERLE

40.2 Research Design Spring

The relationship of concepts, hypotheses, and theories to general principles of research. The systematic procedures of design and measurement used by sociologists to obtain and analyze data about human groups and institutions. Research projects will be designed, tested, and the gathered data analyzed. (Soc.-Anthro. 12.1, 12.2, 40.1, and permission) STAFF

42.1 Personality and Culture Fall

Perspectives on the relation between culture, social structure, and the individual: the individual in society and society in the individual; the problem of freedom and constraint. Contemporary sociological conceptions of socialization, self or identity, and interaction. Special attention given to the quality of social life as experienced by the individual person: his involvement with the roles, other persons, and symbols of different institutions. (Soc.-Anthro. 12.1, 12.2 or permission) Mr. PARKS

[43.2 Criminal and Delinquent Behavior]

44.1 Urban Society and Social Disorganization Fall

Conceptions of disorganization in urban society, stressing its culture, institutions, and the roles of poverty, power and vested interest. Perspectives on the problem: social problems, social pathology, social disorganization; the relevance of psychoanalytic perspectives. Special attention given to the interdependence of social and personal disorganization; norms and self images in deviant behavior; disorganization in the various classes and institutions of urban society; the role of crime, insurrection, and other forms of deviant behavior in promoting conformity and change. (Soc.-Anthro. 12.1, 12.2 or permission) Mr. PARKS

50.1 and 50.2 Advanced Individual Study Fall and Spring

Open to qualified students, by permission. STAFF

TEACHER EDUCATION PROGRAM

Director: J. S. FREIDIN; Assistants: Mrs. R. W. GLEASON, Miss K. A. MCGLYNN, Mrs. R. G. SHOLES

Teacher Education at Middlebury (for elementary and secondary school teachers) is based on two beliefs: first that the most important part of a teacher's education is the development of his intellectual skills and knowledge in the subject(s) he will teach and in the liberal arts and sciences; and second that certain pedagogical studies can help a student learn how he can best teach his subject. Some students prepare themselves in both respects while undergraduates; others prefer to complete their preparation after graduation. The TEP offers students advice on graduate programs in education such as the M.A.T. as well as its own program of courses designed to prepare undergraduates as teachers and to qualify them for state certification. The Program also helps students secure teaching positions.

Any student planning to teach should major in a discipline related to the subject(s) he intends to teach. His major should be broad (e.g., several kinds of history or literature, not just American), for as a teacher he will be responsible for teaching a broad field. His general education must also be broad. These are matters of first priority; they should not be obstructed by studies in the TEP. Consequently students interested in teaching should speak with the TEP Director as soon as possible in order to decide the most effective pro-

gram for them. (In this respect students should note that TEP courses in history and psychology satisfy Degree-Group B Distributional Requirements.)

With the exception of "Problems and Methods of Education" (TEP 32.2 and 33.2) and "Practice Teaching" (TEP 42.1–2 and 43.1–2), TEP courses are open to all students who have fulfilled the departmental prerequisites for them. "Problems and Methods" and "Practice Teaching" are open only to students admitted to them by the TEP. There are no rigid criteria for admission to these courses, but the following standards are used as guides: the breadth and strength of a student's academic performance in secondary school and college, his verbal skill, and his commitment to a career as a teacher. Students are expected to argue their own cases for admission in respect to these criteria and any others they consider relevant.

Students who complete all the courses listed below will encounter little difficulty gaining provisional certification in most major states. (Provisional certification is the normal license granted to beginning public school teachers.) Students who complete only some of these courses will usually have to take course work during their first year or two as a teacher or extend their full-time studies into a fifth, graduate year.

The courses below should usually be taken during the years under which they are listed.

Freshman or Sophomore year:

Psychology 11.1-11.2 Fundamentals of Psychology Fall and Spring
(See description p. 97) A prerequisite for advanced courses in psychology.
PSYCHOLOGY STAFF

Sophomore or Junior year:

Psychology 28.1 Developmental Psychology Fall
(See description p. 97) Mr. PROUTY

[Psychology 33.1 Measurement of Human Performance]

Psychology 38.2 Personality Spring
(See description p. 98) Mrs. POLEFKA

History 41e.1 Education in America Fall
(See description p. 92) Mr. FREIDIN

32.2 Problems and Methods Seminar—Elementary Spring
Lectures, discussion and readings pertinent to the general background, current trends, problems and methods of contemporary elementary education. Includes observation and teacher aide work at the local elementary school. Miss MCGLYNN

33.2 Problems and Methods of Education—Secondary Spring
Will meet approximately two-thirds of the term as a seminar, led by Mr. Freidin, to study important educational issues of the past and present and to do mock-teaching. During the rest of the term the class will divide into small colloquia composed of students planning to teach the same subjects. Led by experienced teachers, these colloquia will discuss curricula; testing; texts, books, and other educational materials; and methods of teaching the particular subject or various aspects of it. (Permission) Mr. FREIDIN

Senior year:

42.1 and 42.2 Practice Teaching—Elementary Fall and Spring
Usually taken concurrently, these courses comprise a practicum consisting of teaching at an assigned grade level 15 hours per week for 8 weeks, followed by a three day period in which full class control is assumed. Supervised by school and college personnel. (TEP 32.2 and permission.)

43.1 and 43.2 Practice Teaching—Secondary Fall and Spring
Students spend between two and three hours a day at Middlebury Union High School. Under close supervision by an experienced teacher in the student's field, each student observes classes for a minimum of 20 hours and teaches his own classes for 75 to 90 hours. Late in the course student teachers observe each other, assist with some extra-curricular activities, and attend faculty meetings. Students also meet in weekly seminars with their master teachers and college faculty members to discuss both practical and theoretical aspects of teaching. Usually taken concurrently and counted as two courses. (TEP 33.2 and permission)

Division of the Natural Sciences

Professor GRANT H. HARNEST, Chairman

BIOLOGY
CHEMISTRY
GEOGRAPHY, GEOLOGY
MATHEMATICS
PHYSICAL EDUCATION
PHYSICS

BIOLOGY

Professor: G. B. SAUL, II (*chairman*); Visiting Professor: D. J. MCDONALD; Associate Professors: D. B. VAN VLECK, H. E. WOODIN; Assistant Professor: C. D. WATTERS; Instructor: M. S. GREENWOOD; Lecturer: F. G. LANE; Assistant: Mrs. H. M. MUNFORD

The Department of Biology offers students the opportunity to learn about living organisms. The department approaches the subject through lectures, correlated with and illustrated by laboratory and field observations and experimentation.

The General Biology course presents to first-year students a broad spectrum of biological concepts, ranging from life processes at the molecular level to the interrelationships of whole organisms and their environments. The Biology major is designed to provide a liberal background sufficient to enable the student to understand the nature of the world and man's role in it, as well as to prepare students for graduate and professional schools. Courses required in the major are considered essential in providing a basic foundation upon which more specialized knowledge may be built.

Biological functions are results of chemical interactions; thus knowledge of chemistry is important to a biologist. Biology majors are required to take two semesters of organic chemistry. Biology has become a science of exact measurements; majors therefore should have an understanding of mathematics. Students are encouraged to take one year of mathematics and physics.

Master of Science in Biology. A limited number of graduate students are admitted as candidates, as indicated on page 46. Research, a thesis and oral examination are departmental requirements in this program.

The geographical location of Middlebury College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides an excellent outdoor laboratory for the ecological studies.

A separate, joint major with Chemistry has been developed to enable a student to become proficient in both fields without having to take all the required courses prescribed for a pure major in either field. The Department also participates in the interdisciplinary major in Environmental Studies. (See page 26)

Courses designated with an asterisk * may be taken without laboratory under the following conditions: (1) Only students who have satisfied the Group C requirements are eligible. (2) The stated prerequisites for the course must be met. (3) Students majoring in Biology or jointly in Biology and other subjects may not count such courses toward the fulfillment of the major.

Required for a Major: 11, 20.1 or 21.1, 22, 37.2, 42.2, 44.1 and one elective; Chemistry 11.1, 13.1, 23.2; Independent Study and General Examination.

Recommended: Mathematics 11.1 and 12.1; one year College Physics.

Required for a Joint Major in Biology and Chemistry: Biology 11, 21.1, 44.1 and one elective; Chemistry 11.1, 13.1, 17.1, 19.1, 23.2 or 36.1, and one other semester course; Mathematics 12; Physics 15; Independent Study (Chemistry first semester, Biology second semester) and the General Examination. Joint majors in Biology and Chemistry must have a reading knowledge of French, German or Russian. This requirement may be met by the completion of the normal second-year college language course or by a reading test set by the language department.

11.1 General Biology Fall

A course designed to be the prerequisite for all biology courses as well as to satisfy the science requirement for non-science majors. General principles of biology, the animal kingdom, including fine cell structures, tissues, organ systems, physiology and some biochemistry are covered. 3 hrs. lecture, 3 hrs. laboratory. Lab. fee $10. STAFF

11.2 General Biology Spring

Essentially a continuation of 11.1 but covering the topics of botany, ecology, genetics, embryology and evolution. 3 hrs. lecture, 3 hrs. lab. Lab. fee $10. (Biology 11.1) STAFF

***20.1 Invertebrate Biology** Fall

The invertebrate phyla, which include the great majority of animals, will be discussed partly from an evolutionary standpoint based on their morphology and embryology, and partly from a functional viewpoint which will emphasize adaptions of living forms in terms of their physiology, ecology and behaviour. The laboratory will concentrate on the former aspect through the examination of living and preserved specimens, the lectures on the latter. A term paper will be required from each student, and will form the basis of a class presentation. Some field collection will be expected from the students; and a week-end field trip to the Atlantic coast may be sponsored by the Department on a voluntary basis. (Biology 11.2). 3 hrs. lecture, 3 hrs. laboratory. Lab. fee $10. Mr. McDONALD

***21.1 Biology of Vertebrates** Fall

The evolution of organs and organ systems in Phylum Chordata, with emphasis on the higher vertebrates. Brief treatment of comparative embryology. Laboratory study of shark, Necturus, and cat, designed to supplement lectures and develop skill in dissection; term paper or special laboratory exercise. (Biology 11.2) 3 hrs. lecture, 6 hrs. lab. Lab. fee $10. Mr. VAN VLECK

***22.1 Plant Anatomy and Taxonomy** Fall

A detailed study of cell and tissue structure is presented with an emphasis on vascular plants. A number of weeks are spent in the field collecting and classifying woody plants and later learning the techniques of herbarium mounting. A year-length project is begun in this course, to be continued in 22.2. The project is on an individual basis and must be written up as if for publication in a biological journal. One of the two laboratories assigned to this course is devoted solely to this independent work. (Biology 11) 3 hrs. lecture, 6 hrs. lab. Lab. fee $10. Mr. GREENWOOD

***22.2 Plant Morphology and Physiology** Spring

Includes a comparative survey of the structure and evolutionary relationships of the major plant phyla for half the semester. General physiology of the vascular groups. Considerable time spent in radioactive isotope tracer work in laboratory. (See 22.1 for reference to year-length project and paper.) (Biology 22.1) 3 hrs. lecture, 6 hrs. lab. Lab. fee $10. Mr. GREENWOOD

24.2 Developmental Biology Spring
The normal development of organisms, including fertilization, differentiation and morphogenesis, as well as the phenomena of regeneration and carcinogenesis. Laboratory will include observation of living and preserved, sectioned embryos, and experimental approaches to various developmental problems. (Biology 21.1 or Biology 20.1) 3 hrs. lecture, 6 hrs. lab. Lab. fee $10. Mr. WATTERS

[**34.1 Histology and Histological Techniques**]
The microscopic structure of animal cells, tissues and organs is correlated with their function. Strong emphasis is placed on identification of tissues. Students are taught standard techniques for preparing tissues for study and prepare many of their own slides. Students elect individual problems. The course will prove most useful to those contemplating careers in research biology. (Permission of instructor. Biology 21.1, 24.2 recommended) 2 hrs. lecture, 6 hrs. lab. Lab. fee $10. Not to be offered in 1968–69.

36.1 General Ecology Fall
The organism in relation to the abiotic environment. A critical investigation of how the physical and chemical attributes of fresh-water, marine and terrestrial habitats affect the position and number of organisms. Laboratory exercises include mostly field trips to study environmental parameters with one or more weekend trips to study a lake as a sample ecosystem. Each student will write a paper, as if for publication, dealing with independent research carried on throughout the semester. (Biology 11) 3 hrs. lecture, 6 hrs. lab.: includes 3 hrs. arranged for individual research problem. Lab. fee $10.
Mr. WOODIN

36.2 General Ecology Spring
The organism in relation to the biotic environment. The inter- and intraspecific reactions of an organism to other organisms at all levels of social organization. Laboratory exercises include field trips to study animal behavior and organization using infra-red, radiotelemetry devices, and controlled laboratory use of radioactive tracers to study food chains. Each student will write a paper, as if for publication, dealing with independent research carried on throughout the semester. (Biology 36.1 or permission) 3 hrs. lecture, 6 hrs. lab. includes 3 hrs. arranged for individual research problem. Lab. fee $10. Mr. WOODIN

***37.2 Genetics** Spring
Lecture topics include the nature and action of hereditary material, statistical analysis, linkage, mutations, chromosome aberrations and polyploidy, and population genetics. Developmental aspects and evolutionary implications are stressed. Laboratory study is designed to introduce some major organisms and techniques used in research, and includes training in analyzing and reporting data. (Biology 11) 3 hrs. lecture, 3 hrs. lab. Lab. fee $10. Mr. SAUL

***38.2 Animal Behavior** Spring
A review of recent developments in the field of the behavior of invertebrates

and vertebrates, with particular emphasis on the evolution and ontogeny of behavioral patterns, and some consideration of the physiological and neurological mechanisms underlying them. The laboratory will include both set experiments and independent investigations, the latter with fish and with local animals. (Biology 11.2 or permission.) 3 hrs. lecture, 3 hrs. lab. Lab. fee $10. Mr. McDonald

41.1 Advanced Genetics
A seminar course, involving discussion of selected topics of current interest in various aspects of genetics, and based on assigned readings and student and faculty presentations of relevant journal literature. (Biology 37.2 and permission.) Mr. Saul, Mr. Lane, and Mr. McDonald

42.2 Comparative Physiology Spring
The principal physiological processes of animals, with emphasis on the diversity of mechanism between and within different groups of animals. Consideration of function primarily at the level of organs and organ systems. Laboratory designed to acquaint students with diversity of quantitative techniques. (Biology 44.1. Seniors or permission) 3 hrs. lecture, 3 hrs. lab. Lab. fee $10 and breakage. Mr. Van Vleck

44.1 Cell Biology Fall
The cell as organism. Emphasis on the integrative organization of cellular structure and function: maintenance, growth, reproduction and specialization. Laboratory will include both observational and experimental studies of cellular activity. (Biology 11, Chemistry 13.1, 23.2 or permission of instructor.) 3 hrs. lecture, 3 hrs. lab. Lab. fee $10. Mr. Watters

50.1 and 50.2 Advanced Study Fall and Spring
For honors students, majors and graduate students in Biology. (Permission) Fee of $10 per semester if laboratory work is involved. Staff

55.1 and 55.2 Research and Thesis Fall and Spring
Open to properly qualified students. Required for all candidates for the Master's degree. Lab. fee $10 if laboratory work is involved. Staff

CHEMISTRY

Professors: G. H. Harnest (*chairman*), W. A. Moyer, E. K. Roberts; Associate Professors: R. W. Gleason, E. L. Pool; Assistant Professors: D. B. Ledlie, *R. D. Nelson, C. W. Scaife

Majors offered in the Department of Chemistry are described below. Students who plan a professional career in this field should elect the Certified Major because it provides a thorough training in the fundamentals of Chemistry and its relation to other scientific fields, medicine, engineering and related subjects. The Chemistry Department is accredited by the Committee on the Professional Training of Chemists of the American Chemical Society, and majors who wish to be accredited by the Society should have their programs approved by the Chairman of the Department early in their college career.

*On leave 1968–69

Required for a Major: 11.1**, 13.1, 17.1, 19.1, 23.2, 36.1, and two other courses in the department; Mathematics 12; Physics 15; and Senior Work (Independent Study and the General Examination.) The Senior Work will consist of one course in each term during the Fall, Winter, and Spring sessions.

Required for a Certified Major: Students who wish to be certified by the American Chemical Society may complete a Major in Chemistry with the following courses: 11.1**, 13.1, 17.1, 19.1, 23.2, 36.1, 36.2, 37.2, 49.1, and one other semester course in the department; Mathematics 12 and 21; Physics 15; a junior year winter session, topics in organic analysis; and Senior Work, as described for the general major. A reading knowledge of German or Russian is required. The Certified Major is designed to qualify a student for advanced work in graduate schools or for positions in the chemical industry.

Joint Major in Biology and Chemistry. Required for a Major: Biology 11, 21.1, 44.1, and one elective; Chemistry 11.1**, 13.1, 17.1, 19.1, 23.2, 36.1, and one elective; Mathematics 12; Physics 15; Senior Work (Independent Study, Chemistry first semester and Biology second semester, and the General Examination). Joint Majors in Biology and Chemistry must have a reading knowledge of French, German, or Russian.

Masters Degree in Chemistry. A Program leading to the Master of Science degree is offered for a limited number of qualified students holding a B.A. or B.S. degree. Refer to page 46 of this catalogue for general regulations concerning graduate work. Each candidate for the Master's Degree in Chemistry must pass qualifying examinations in the fields of Physical Chemistry, Analytical Chemistry, Organic Chemistry, and Inorganic Chemistry. In addition, each candidate must complete a Thesis Research Program and successfully defend this work in an oral examination. Programs are arranged through consultation with the Chairman of the Department.

A deposit fee to cover cost of broken apparatus is charged in each laboratory course, to be paid at the beginning of each term.

11.1 Fundamentals of Chemistry Fall and Spring

Fundamental principles of Chemistry. Atomic theory and atomic structure, chemical bonds, stoichiometry, kinetic theory and the states of matter. Problem drill, conferences. Laboratory work deals with the testing of theories by various quantitative methods. Students with adequate secondary school preparation are encouraged to consult the Department for permission to elect Chemistry 13.1, 17.1, or 19.1 in place of this course. Two sections in Fall; one in Spring. 3 hrs. lect., 4 hrs. lab. Laboratory fee, $10 and breakage.

Mr. Gleason, Mr. Ledlie, Mr. Scaife

13.1, 23.2 Organic Chemistry I and II Fall and Spring

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with considerable emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving the synthesis of organic compounds, the analysis of various classes of compounds and the identification of unknowns complement the lecture material. (Chem. 11.1 or permission; Chemistry 13.1 must precede Chemistry 23.2) 3 hrs. lect., 6 hrs. lab. Laboratory fee $12 and breakage.

Mr. Harnest, Mr. Ledlie

**Chemistry 11.1 is the normal introductory course in Chemistry. However, students may qualify for permission to omit 11.1 and begin their studies in Chemistry with 13.1, 17.1, or 19.1. Consult the Chairman of the Department.

17.1 Analytical Chemistry I Fall and Spring
Extensive treatment of mass action theory (ionic equilibrium) concerned mainly with ionization of strong and weak electrolytes, buffers, hydrolysis, solubility of difficultly soluble substances, complex formation, oxidation-reduction systems, and quantitative measurements involving these phenomena. Laboratory work is mainly titrimetric analysis with some gravimetric methods. (Chem. 11.1 or permission) 3 hrs. lect., 6 hrs. lab. Laboratory fee $10 and breakage. Mr. Pool

19.1 Systematic Inorganic Chemistry Fall and Spring
A systematic study of the elements and their compounds based on the Periodic Table. The isolation of the elements from their natural sources, and the synthesis of some important types of inorganic compounds. The properties of selected elements and their compounds are discussed in class and/or studied in the laboratory using various analytical methods. (Chem. 11.1 or permission) 3 hrs. lect., 3 hrs. lab. Laboratory fee $10 and breakage.
Mr. Moyer, Mr. Scaife

36.1 Physical Chemistry I Fall
A basic study of thermodynamics and the properties of the gaseous and liquid states. The laws of thermodynamics are developed and applied to chemical equilibria and electrochemistry. The physical properties of gases, liquids, and solutions are discussed and interpreted through thermodynamics. Chemical kinetics is treated empirically. (Chem. 17.1; Mathematics 12; Physics 15.1 or permission) 3 hrs. lect., 4 hrs. lab., 1 hr. conf. Laboratory fee $10 and breakage. Mr. Roberts

36.2 Physical Chemistry II Spring
An introduction to the Schrodinger equation is followed by a treatment of a particle in various types of potential wells. The valence bond, molecular orbital, and ligand field theories are illustrated with examples from organic and inorganic chemistry. Spectroscopy and photochemistry serve to illustrate quantum effects. The solid state and solid-liquid equilibria are discussed. Finally the kinetics of complex reactions are analyzed. (Chem. 19.1, 23.2, 36.1; Mathematics 21.1; Physics 15.2) 3 hrs. lect., 4 hrs. lab. Laboratory fee $10 and breakage. Mr. Roberts

37.2 Analytical Chemistry II—Qualitative and Quantitative Separations Spring
Principles and theory of separations, both qualitative and quantitative, involving chemical and physical methods: separations by precipitation, distillation, extraction, chromatography, ion exchange, and others. Instrumental methods for separation and analysis. Sampling, dissolution, errors, and atomic weight determination. Laboratory work in qualitative and quantitative inorganic analysis, selected instrumental methods, and an individual project involving separation. (Chem. 36.1, co-req. 36.2) 3 hrs. lect., 6 hrs. lab. Laboratory fee $10 and breakage. Mr. Pool

42.1 Biochemistry Spring
A study of the chemistry of the carbohydrates—Classification and nomenclature, syntheses, and carbohydrate derivatives. Enzyme nomenclature and classification and general characteristics of enzymes. Biological oxidation systems and bioenergetics. Digestion, absorption, and metabolism of the carbohydrates. (Chem. 23.2; 36.1, or permission; Biology 11.2 is recommended) 3 hrs. lect. Mr. MOYER

[**42.2 Biochemistry**]
A study of the chemistry and structure of lipids and proteins. Digestion, absorption, and metabolism of lipids and proteins. The enzyme systems involved in these processes, and the interrelationships between lipid, protein, and carbohydrate metabolism. (Chem. 42.1 or permission) 3 hrs. lect.

[**43.1 Organic Chemistry III—Qualitative Organic Analysis**]
Methods of identification of organic compounds taking advantage of characteristic reactions of various functional groups are considered in some detail in connection with the first several laboratory assignments. Heavy reliance on modern methods of analysis, infrared, ultraviolet, nuclear magnetic resonance and mass spectroscopy will be encouraged as the course proceeds. The course culminates in the separation and identification of the components of a mixture containing three to five compounds. (Chem. 17.1, 23.2) 1 hr. lect., 6 hrs. lab. Laboratory fee $12 and breakage.

44.1 Advanced Organic Chemistry Spring
An introduction to physical organic chemistry in which an extensive treatment of polar displacement and elimination reactions is included. Also considered are the relationship of structure to reactivity (the Hammett equation), general and specific acid and base catalysis, the mechanism of electrophilic and nucleophilic aromatic substitution reactions. (Chem. 23.2, 36.1) 3 hrs. lect. Offered in alternate years; not to be given in 1969–70.
Mr. GLEASON

[**44.2 Advanced Organic Chemistry**]
A study of some of the more important special topics of organic chemistry including advanced synthesis in general with specific treatment of the following: reactions of active methylene compounds; structure determination of complex natural products; peptide synthesis and sequential analysis; introduction to the steroids; selected name reactions and rearrangements. (Chem. 23.2) 3 hrs. lect. Offered in alternate years; to be given in 1969–70.

46.1 Physical Chemistry III Fall
A more detailed investigation of the interaction of matter and energy on the molecular level. The bases of statistical thermodynamics are developed and illustrated with ideal systems and theories of chemical kinetics. An advanced study of the electromotive force and the thermodynamics of solutions follows, making extensive use of chemical potential and activity. (Chem. 36.2) 3 hrs. lect. Mr. ROBERTS

[47.2 Analytical Chemistry III]
Principles and theory of analysis by instrumental methods. Topics include basic electronics, instrumental design, ultra-violet, visible, and infra-red spectrophotometry; refractometry; potentiometric titration methods; polarography; conductance methods; differential thermal analysis; x-ray fluorescence; and others. Laboratory work involves electronic circuits and selected methods of instrumental analysis. (Chem. 37.2) 2 hrs. lect., 3 hrs. lab. Laboratory fee $10 and breakage.

49.1 Advanced Inorganic Chemistry Fall
Atomic structure; molecular structure by valence bond and molecular orbital treatment; transition metal complexes according to valence-bond, molecular orbital, crystal field, and ligand field theories. Relations of atomic and molecular structure to chemical and physical properties. Other topics such as crystal chemistry, acid-base theories, solvent systems, and nuclear chemistry. (Chem. 19.1, 23.2; 36.2; Physics 15). 3 hrs. lect. Mr. SCAIFE

55.1 and 55.2 Research Fall and Spring
Open to properly qualified students. Required of all candidates for the Master's degree. Permission. Laboratory fee $12 per semester and breakage.

a. Analytical Chemistry
b. Inorganic Chemistry
c. Physical Chemistry
d. Organic and Biochemistry STAFF

Independent Study Fall and Spring
Required of all seniors. Breakage. STAFF

GEOGRAPHY AND GEOLOGY

Professor: J. R. ILLICK (*chairman*); Associate Professors: B. BALDWIN, V. H. MALMSTROM; Assistant Professors: P. J. CONEY, R. LAURENT; Instructor: R. A. SIMKO

Geography

Geography is concerned with the "where" and "why" of human activities. In its attempt to explain the differences which exist from place to place over the earth's surface, it collects, analyzes, and integrates data from both the physical and social sciences. It examines such physical elements as landforms, climate, soils, and vegetation and interprets them in terms of the distribution of people, their ways of making a living, and the social and political patterns they have developed. Because the interaction of man and his environment is constantly changing, geography seeks to understand how present world patterns have evolved from the past and how they might be modified further in the future.

The Department also participates in the interdisciplinary major, Environmental Studies. (See page 26)

Required for a Major: 10.1 and 10.2, 25.1 and 25.2, 38.1, 40.1 and 40.2, Geology 11.1 and one regional course; Independent Study and the General Examination.

Cognate courses for a Major in Geography range over a broad field and should be selected from other departments according to one's interest in Geography, and with the approval of the adviser.

10.1 and 10.2 World Regional Geography Fall and Spring
A survey of the physical and cultural factors which influence the distribution of man and his activities on the surface of the earth. Regional differences will be analyzed in relation to various aspects of the natural environment and human affairs. (Geog. 10.2 must be passed before credit for 10.1 is given and cannot precede 10.1.) (Counts as group B course.) STAFF

25.1 Physical Geography Fall
A systematic examination of the elements of the physical environment. Landforms, climates, soils, vegetation, minerals and water resources will be studied by means of field trips, maps, and photo-interpretation. 3 hrs. lect., 3 hrs. lab. Field Trip fee, $5. (Geog. 10) Mr. ILLICK

25.2 Economic Geography Spring
An analysis of the origins, nature, and distribution of man's economic activities over the world. The evolution of subsistence, commercial and planned economies will be studied in a regional context. Field trips. (Geog. 10) Field Trip fee, $3. Mr. MALMSTROM

30.1 Geography of Africa Fall
A study of the emerging nations of Africa and the special role they play in world economic and political affairs. The geographic bases of their nationhood, their problems and outlook for the future will be assessed. (Geog. 10) Alternates with Geog. 36.1; to be given in 1968–69. Mr. SIMKO

[35.1 Geography of Latin America]
A consideration of the individual countries of Middle and South America, their resources, problems, and prospects. Special attention is given to their relations with the United States and to their significance in world affairs. (Geog. 10) Alternates with Geog. 37.1; to be given in 1969–70.

35.2 Geography of Europe Spring
A study of the economic, social and political patterns of present-day Europe. Emphasis will be placed on the distinctive personalities of the individual countries and on their role in regional and global affairs. (Geog. 10)
Mr. MALMSTROM

[36.1 Geography of Asia]
A systematic examination of the regions and nations of Asia (excluding the Soviet Union), with special emphasis on their problems and potentialities as they relate to world economic and political patterns. (Geog. 10) Alternates with Geog. 30.1; to be given in 1969–70.

36.2 Geography of Anglo-America Spring
A regional analysis of the United States and Canada, giving special attention to the physical, historical, and economic factors which contribute to areal differentiation. (Geog. 10) Mr. ILLICK

37.1 Geography of the Soviet Union Fall
An intensive systematic and regional analysis of the world's largest country.

The problems and potentialities of the Soviet Union will be critically evaluated in terms of the challenge it poses for world leadership. (Geog. 10) Alternates with Geog. 35.1; to be given in 1968–69. Mr. MALMSTROM

38.1 Research in Geography Fall

A course designed to provide the major in geography with systematic training in the collection, analysis, and presentation of geographic data. Observation and measurement in the field will be complemented by statistical, cartographic, and air photo interpretation in the laboratory. Field Trip fee $5. (Geog. 10) STAFF

40.1 Political Geography Fall

The study of the state as a geographic phenomenon, with emphasis on the spatial, cultural, and economic factors that influence its emergence, growth, and relationships with other states. The present world situation will be analyzed in terms of geopolitical principles. (Geog. 10) Mr. SIMKO

40.2 Cartography Spring

An introduction to the compilation, design, and construction of maps. Training is given in the techniques of preparing maps from field surveys, aerial photographs, library, and statistical sources, and in the evaluation and construction of map projections. Special attention will be given to representing the third dimension through block diagrams and models. Two hours of lecture and one laboratory a week. (Limited to 20 students) (Geog. 10) Mr. ILLICK

50.1 Individual Research Fall and Spring

A course arranged to fulfill the research needs of students majoring in Geography. STAFF

Geology

The environs of Middlebury College afford an excellent introduction to the discipline of earth science, because Vermont has become a classic area for the study of the geology of mountain systems. The geology curriculum takes advantage of this setting by stressing field-oriented problems and by relating all geologic processes and their results to the origin and evolution of mountain systems.

Principles of Geology (Geology 11), which fulfills the Group C requirement, presents the terminology, processes, and materials of geology, woven in the framework of the tectonic cycle. The courses in mineralogy, petrology, and structural geology (Geology 21.1, 22.2, 23.2, and 33.1) complete the core of the major in geology. Elective advanced courses are offered in stratigraphy, geomorphology, geochemistry, and geophysics (Geology 31.1, 34.2, 42.2, and 43.2). Independent work at the sophomore or junior level can be elected as Geology 50.

Three long-term departmental research programs (detailed structural and geophysical studies of the Champlain thrust—Middlebury synclinorium—Green Mountain front; nature and origin of granites and gneisses in Vermont; and sedimentology in the Taconic sequence) are integrated in the field and laboratory work of formal courses. Moreover, each senior selects a project in one of these three programs, devoting the fall semester of the Senior Program to research, and completing the thesis in the winter session. The spring semester of the 3-unit Senior Program is spent in preparation for the General Examination.

The department also participates in the Environmental Studies program: (See page 26)

Required for a Major: 11, 21.1, 22.2, 23.2, 33.1 and two elective courses in Geology; Independent Study and the General Examination; two semester courses in Mathematics and in Chemistry and in Physics.

Students planning on graduate school and a professional career in the earth sciences should take Physics 15, Mathematics 12, and Chemistry 36.1. They should attend a summer field camp in geology. A reading knowledge of German, and French or Russian, is recommended.

11.1 Principles of Geology Fall

Geologic processes that are responsible for different types of rocks, deformation, and landscape, viewed in terms of the tectonic evolution of mountain systems. Laboratory: field problems, description of rocks, structural analysis of topographic and geologic maps. 3 hrs. lecture, 3 hrs. lab. Field trip fee $6.

Mr. CONEY

11.2 Principles of Geology Spring

The interior of the earth and the origin of the crust, in the light of geophysical data and the nature of mountain systems; evolution of the Appalachian and Cordilleran mountain systems of North America. Laboratory: regional synthesis and term paper, based on analysis of detailed geologic maps; field problems. (Geology 11.1) 3 hrs. lecture, 3 hrs. lab. Field trip fee $6.

Mr. CONEY

21.1 Theoretical and Optical Mineralogy Fall

The crystalline structures and the concept of symmetry in crystallography; crystal chemistry and phase equilibria of rock-forming minerals. Laboratory: theory of polarized light in anisotropic minerals applied to the identification of minerals in thin sections, using petrographic microscope; parallel study of minerals in hand specimens. (Geology 11.1 or Chemistry 11.1) 3 hrs. lecture, 3 hrs. lab. Laboratory fee $6. Mr. LAURENT

22.2 Igneous and Metamorphic Petrology Spring

The chemical and mineral composition of igneous rocks (petrochemical calculations and classifications), their structures and associations; the problem of crystallization of magmas. The metamorphic rocks, their fabric, mineral facies, and metamorphic processes. Laboratory: description of sequences of igneous rocks in thin sections and hand specimens; field problem (mapping and structural study of a small intrusive pluton). (Geology 21.1) 3 hrs. lecture, 3 hrs. lab. Field trip fee $6. Mr. LAURENT

23.2 Sedimentary Petrology and Paleontology Spring

Textures, mineralogy, and primary structures of sedimentary rocks, as a response to physical and chemical processes, and as a reflection of environment of deposition; first 5 weeks on main invertebrate fossil groups. Laboratory: 5 weeks on fossils; hand specimen and thin section study of sedimentary rocks; field problems. (Geology 11.1 and permission) 3 hrs. lecture, 3 hrs. lab. Field trip fee $6. Mr. BALDWIN

31.1 Stratigraphic Analysis Fall

Geochronology, facies, correlation, and tectonic association of sedimentary

rocks; case studies of selected formations; independent project and report on stratigraphic analysis of a formation, from the literature. Laboratory: field and laboratory problem in the Taconic sequence. (Geology 23.2 and permission) 3 hrs. lecture, 3 hrs. lab. Field trip fee $6. Mr. BALDWIN

33.1 Structural Geology Fall
Geometric, kinematic, and dynamic analysis of deformational structure in sedimentary, metamorphic, and igneous terrane; introduction to rock mechanics; regional tectonics. Laboratory: quantitative analysis and interpretation of deformation, as shown on topographic-geologic maps and aerial photographs; detailed mapping and interpretation of complex structure in the field. (Geology 11.1 and permission) 3 hrs. lecture, 3 hrs. lab. Field trip fee $6. Mr. CONEY

[34.2 Geomorphology]
An analysis and interpretation of landscape, including quantitative studies of slope as developed under different controls of process, structure, climate, and stage of development. Particular attention paid to fluvial and glacial processes, and to relief that is characteristic of mountainous terrain. Laboratory: quantitative analysis and interpretation of landscape as shown on topographic-geologic maps and aerial photographs; detailed mapping of geomorphology in the field. (Geology 11.1 or Geography 25.1) 3 hrs. lecture, 3 hrs. lab. Field trip fee $6. Offered in alternate years; to be offered in 1969–70.

42.2 Advanced Petrology and Geochemistry Spring
An integrated approach to the "granite problem" and associated ultrametamorphism, and thermodynamics of equilibrium reactions; study of experimental data and comparative study of classical areas. Laboratory: investigations of metamorphic and plutonic rocks of the Green Mountain region; field trips. (Geol. 22.2, Math. 12, Chem. 19.1; or permission). 2 hrs. lecture, 3 hrs. lab., and field trips. Field trip fee $6. Mr. LAURENT

43.2 Advanced Tectonics and Geophysics Spring
Principles of tectonic analysis and regionalization; discussion of regional tectonic processes in space and time; introduction to methods and results of geophysics (seismic, gravity, magnetic) and the bearing of these results on crustal tectonic evolution. Laboratory: compilation and interpretation of regional tectonic maps; geophysical investigation of field problems. (Geol. 33.1, Math. 12, Phys. 15; or permission). 1 hr. lecture, 6 hrs. lab. Offered in alternate years; to be given in 1968–69. Mr. CONEY

50.1 and 50.2 Student Research
Independent laboratory or field project at sophomore or junior level. STAFF

Independent Study and General Examination
In the 3-unit Senior Program, the fall and winter units are assigned to research and writing of a senior thesis on a field-oriented problem. The spring unit is assigned to preparation for the General Examination.

MATHEMATICS

Professors: D. H. Ballou (*chairman*), P. W. Carruth; Associate Professors: R. R. Bielli, B. B. Peterson; Assistant Professor: P. K. Hooper; Lecturer: F. G. Lane

The Major includes work in analysis through advanced calculus, a year of modern algebra, and selected topics from number theory and modern geometry. Other courses provide an introduction to the fields of probability and statistics, to topology, to complex variables, and to the use of digital computers. Opportunity for further work in algebra, number theory, topology, or real or complex analysis is afforded through individual study in 50 projects. Advanced placement is offered freshmen whose secondary training indicates they can successfully take the sophomore course.

Required for the Major: 12.1, 12.2, 21.1, 21.2, 32.1, 32.2, 43.1, 43.2, one other course in the Department or Physics 27.2, 37.2; Physics 15.1, 15.2; Independent Study, and the General Examination.

11.1 Introduction to Finite Mathematics Fall

Selected topics from areas of finite mathematics; designed for students who have had only three years of secondary school mathematics. Elements of mathematical logic and of the theory of sets; partitions, binomial coefficients; introduction to probability theory, conditional probability; matrices, solution of linear equations. Staff

[11.2 Introduction to Mathematical Analysis]

Elements of mathematical analysis; designed for students who have not had trigonometry in secondary school and who wish an introduction to the calculus.

12.1 Mathematical Analysis—I Fall and Spring

Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. Analytic geometry of the line and conic sections; the differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve, volumes of revolution. Staff

12.2 Mathematical Analysis—II Fall and Spring

A continuation of Mathematics 12.1; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. Applications of integration to length of arc, surface of revolution, pressure, and work; the calculus of the elementary transcendental functions; hyperbolic functions; polar coordinates; determinants. (Math. 12.1 or permission)
Staff

21.1 Mathematical Analysis—III Fall and Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration and applications. (Math. 12.2 or permission)
Mr. Ballou

21.2 Mathematical Analysis—IV Spring

Infinite series and an introduction to ordinary differential equations. Con-

vergence of numerical series; Maclaurin and Taylor series; first and second order differential equations, linear differential equations with constant coefficients, applications. (Math. 12.2 or 21.1) Mr. Ballou

[22.2 **Mathematics of Finance**]

32.1 Linear Algebra Fall
Topics from modern linear algebra including the algebra of matrices, determinants, rank and equivalence of matrices, linear dependence, systems of linear equations, vector spaces and linear transformations. (Math. 12.2) Mr. Peterson

32.2 Abstract Algebra Spring
An introduction to the study of groups, rings, and fields. Algebraic structure; transformations and permutations, cosets and quotient groups; ideals, quotient rings; field characteristics, extension fields. (Math. 21.2 or permission) Mr. Peterson

35.1 Probability Fall
An introduction to the concepts of probability, mostly in finite sample spaces. Discrete probability distributions; independent events, conditional probability, Bayes' Theorem; expectation, variance, covariance and correlation; joint probability distributions; Chebyshev's Theorem; Bernoulli trials; applications. (Math. 12.1) Mr. Lane

35.2 Statistics Spring
An introduction to the mathematical concepts and methods used in the statistical analysis of data, mostly with continuous random variables. Moments; convolutions and convolution integrals; functions of random variables; sampling distributions (chi square, F and t distributions); properties of estimators; confidence intervals; tests of hypotheses, Neyman-Pearson lemma, method of maximum likelihood; regression and correlation; applications. (Math. 12.2 and 35.1) Computer fee, $5.00 Mr. Lane

38.1 Introduction to Digital Computers Fall
An introduction to digital computers and computer languages. The organization of electronic digital computers; programming in FORTRAN and assembler languages; applications in numerical analysis. Fee $20. (Math. 21.1 and permission. Limited to 20 students) Mr. Ballou

43.1 and 43.2 Advanced Calculus Fall and Spring
Further topics in the calculus and real analysis. Fundamental concepts of real function theory, divergence and curl, line integrals, Green's theorem, the Stieltjes integral, infinite series, power series, Fourier series, improper integrals. (Math 21.2) Mr. Bielli

44.1 Elementary Topology Fall
An introduction to the concepts of topology. Theory of sets, topology of the real line, continuous functions and homeomorphisms, compactness, connectedness, metric and function spaces, selected topics from the topology of Euclidean space. (Math 21.2 or permission) Mr. Hooper

44.2 Complex Analysis Spring
An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions, Cauchy-Integral Theorem, and related topics. (Math. 43.1 or permission) Mr. BIELLI

50.1 and 50.2 Advanced Study Fall and Spring
Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission) STAFF

Independent Study

The required program of Independent Study includes selected topics from number theory and modern geometry. Mr. CARRUTH

PHYSICAL EDUCATION (MEN)

Professors: J. J. KELLY (*chairman*), W. J. NELSON; Assistant Professors: J. G. ALAIMO; W. FORBES, E. W. MACKEY, J. J. MORRONE, JR.; Instructor: J. F. BOWER

All physically fit freshmen and sophomores are required to participate in organized activities at least two periods a week. Two years of physical education are required for graduation. No academic credit is given for 11.1, 11.2, 21.1, 21.2.

11.1 and 11.2 Physical Training (Instruction) Fall, Winter, Spring
Instruction in rules and techniques in team and individual sports. Lacrosse, touch-football, volleyball, basketball, trampoline, swimming, badminton, soccer, tennis, golf, softball, skiing and skating. Squad members of freshman sports reporting regularly are excused from class for season. Required of freshmen. STAFF

21.1 and 21.2 Physical Training (Activity) Fall, Winter, Spring
Individual exercise. Individual sports. Weight lifting, tennis, golf, swimming, skiing, skating, badminton, bowling. Emphasis placed on carry-over sports and games. Team games in intramural athletics. Required of sophomores. STAFF

33.1 Safety in Physical Education Fall
Safety factors; schools, communities, industry, highways, physical education, recreation and sports. Liabilities, defenses, insurances. (Permission)

33.2 Minor Sports Spring
Fundamentals, rules and techniques of running a complete high school sports program. Schedules, officials, tournaments. (Permission)

[34.1 Methods and Principles]
Comparison of U.S. physical education with training in other countries. Calesthenics and combative exercises. Not to be offered in 1968–69. (Permission)

[34.2 Organization of Play]
The world history of physical education with emphasis on the influence of

athletics; youth fitness. Games of low organization. Not to be offered in 1968–69. (Permission)

PHYSICAL EDUCATION (WOMEN)

Associate Professors: Miss M. E. Lick (*chairman*), Miss J. L. Towne; Assistant Professor: Miss F. Gulick; Instructor: Miss J. L. Dorman

The Department of Physical Education for Women provides a two-year instructional program in physical education which is required of all freshmen and sophomore women. Freshman Physical Education (15.1, Winter Term, and 15.2) and Sophomore Physical Education (25.1, Winter Term, and 25.2) are required for graduation but carry no academic credit. A yearly medical examination is required of each woman participating in departmental programs. Women provide themselves with apparel appropriate for the courses undertaken.

The physical education program is planned to promote women's competence, interest, and participation in physical activities both during and after the college years. Students will undertake courses in each of the three areas of aquatics, movement and dance, and sports and will work toward achievement of the intermediate or higher level in at least one activity in order to meet department requirements for breadth and depth in physical education courses. Having met these requirements, students will elect courses of their choosing to complete the two-year requirement. Independent and special programs are available for those students of outstanding ability who have been approved by the entire department faculty.

Instruction is given in the following activities in appropriate seasons: archery, badminton, basketball, body mechanics, conditioning exercises, field hockey, golf, horseback riding, ice skating, lacrosse, modern dance, skiing, swimming, synchronized swimming, tennis, volleyball, and American Red Cross courses in Senior Life Saving and Water Safety instruction.

15.1, Winter Term, and 15.2 Physical Education Fall, Winter, Spring
Courses in aquatics, movement and dance, and sports.
Required of Freshmen. Staff

25.1, Winter Term, and 25.2 Physical Education Fall, Winter, Spring
Courses in aquatics, movement and dance, and sports.
Required of Sophomores. Staff

PHYSICS

Professor: B. F. Wissler; Visiting Professor: *N. F. Ramsey; Associate Professor: R. K. Gould (*chairman*); Assistant Professor: J. C. Penley; Assistant: R. S. Grimes

The course offerings in the Department of Physics are designed to fill the needs of a liberal arts curriculum. The offerings are suitable for three categories of students: (1) Students who have no intention to specialize in science, but have an interest in science; (2) Students who desire a basic introduction to physics as an adjunct to a major in another science; and (3) Students who wish to major in physics, either as an end in itself, or as preparation for graduate study in physics. Students in category (3) should begin their study of physics in their freshman year with Physics 15 (General Physics). In very exceptional cases, however, entering students with excellent secondary school training may, with the permission of the chairman of the physics department, be permitted to enroll in Physics 22.1 (Atomic Physics).

*Winter and Spring 1969

Physics 11 (Introductory Physics) is designed for students in category (1) above. It is a self-contained course which provides a broad insight into the field of physics and an understanding of how a natural scientist works. Physics 11 provides non-scientists with a background in science which is essential for liberal arts students. Physics 33.2 (Astronomy) may also be elected by students in category (1).

Physics 15 (General Physics) and Physics 22.1 (Atomic Physics) are designed as a three-semester sequence of courses covering at an elementary level the complete spectrum of general physics from Newton to the present. These courses are essential to students in both categories (2) and (3). Students in category (2) may wish to take further physics courses according to their individual interests.

Students intending to major in physics (category (3) above) will find that the department offers a full complement of both theoretical and experimental courses. The basic core curriculum, required of all majors, includes a year each of General Physics (this may be omitted in very exceptional cases), mechanics, electricity and magnetism, and contemporary physics. In addition, there are five other semester courses, of which the student is to select at least two. In this area the physics major may choose subjects in which he is most interested; certain courses emphasize the experimental aspects of physics, others emphasize the theoretical aspects. In their senior year two semesters of Independent Study culminating in the Comprehensive Examination are required of all majors.

Required for the Major: 15.1, 15.2, 22.1, 27.2, 32.1, 36.2, 37.2, 44.1 and two semester-courses chosen from 31.2, 33.2, 43.1, 45.1, and 46.2; Independent Study; and Mathematics 21.1, 21.2. Two semesters of Chemistry are also recommended.

11.1 and 11.2 Introductory Physics Fall and Spring

This course is designed to give an understanding of the subject matter, methods, purposes, and philosophy of physics as an example of a physical science. The complementary nature of experiment and theory in the building of a science is emphasized. Topics to be covered include force and motion, molecular theory, electrical energy, atomic physics, and several aspects of modern physics. This course will permit the student to better understand contemporary developments in physics, as well as to place such developments in historical perspective. Laboratory experiments are treated as investigations, rather than as routine technical measurements. This course is not designed for science majors. No calculus is required. Three hours of lecture and one three-hour laboratory—Lab. fee $5.00 per semester. Mr. PENLEY

15.1 and 15.2 General Physics Fall and Spring

A course, including laboratory, which comprises a study of mechanics, heat, waves and oscillatory motion including optics and acoustics, electricity and magnetism, and modern physics. A sound background in algebra and geometry is supposed and Mathematics 12 or 21 is suggested as a concurrent course. 3 hours lecture, 3 hours laboratory—Lab. fee, $5.00. Mr. GOULD

22.1 Atomic Physics Fall

Special relativity, photoelectric effect, Compton scattering, pair production and annihilation; Bohr theory of hydrogen atom, vector model, optical spectra, X-rays; radioactivity, nuclear reactions, fission and fusion, elementary particles. This course is well suited to students majoring in all of the physical sciences. (Physics 15.2) Three hours of lecture. STAFF

27.2 Intermediate Mechanics Fall

Principles of Newtonian Mechanics; vector algebra and calculus; motion of a particle in two and three dimensions; statics and dynamics of a system of particles and of rigid bodies; moving and rotating coordinate systems; potential theory; an introduction to the mechanics of continuous media. (Physics 15.2, Mathematics 21.1) Three hours of lecture. STAFF

[31.2 Physical Optics]

An intermediate course using the principle of superposition to study interference, diffraction, and polarization in waves. Phase and group velocity, absorption and dispersion are treated. (Physics 15.2, Mathematics 21.2 and permission) 3 hours lecture, 3 hours laboratory—Lab. fee $5.00. Offered in alternate years; will not be given in 1968–69.

32.1 Electricity and Magnetism Fall

Electrostatic field; conductors; dielectric theory; simple d.c. and a.c. circuits; Thevenin's theorem; magnetic field; electromagnetic induction; magnetic materials; Maxwell's equations. (Physics 15.2, Math 21.2) Three hours of lecture and one three-hour laboratory—Lab. fee $5.00.

Mr. WISSLER

33.2 Astronomy Spring

An introduction to astronomy for students with a background of college mathematics and physics. The solar system, motions of the heavenly bodies, coordinate systems and the information gathered from the analysis of light are studied. The college observatory is used for observational work. (Physics 11.2 or 15.2) 3 hours lecture, 3 hours laboratory. Lab fee $5.00. Offered in alternate years; will be given in 1968–69. Mr. WISSLER

36.2 Electromagnetic Theory Spring

Maxwell's equations; electromagnetic waves in free space and in media; reflection and refraction; wave guides; electromagnetic radiation; Lienard-Wiechert potentials; covariant formulation. (Physics 32.1) Three hours of lecture. STAFF

37.2 Advanced Mechanics Spring

Kinematics and dynamics in inertial and accelerated frames; variational principles; Lagrange's equations for holonomic and non-holonomic systems; Hamilton's canonical equations; normal coordinates; angle and action variables; Hamilton-Jacobi equation. STAFF

43.1 Thermodynamics—Kinetic Theory—Statistical Mechanics

The first, second, and third law of thermodynamics; thermodynamic potentials; velocity distributions; transport phenomena; fluctuations; ensembles; Liouville's theorem; Maxwell-Boltzmann, Bose-Einstein, Fermi-Dirac statistics. (Physics 15.2 and Math 21.2) Three hours of lecture. Offered in alternate years; will be given in 1968–69. STAFF

44.1 Modern Physics

An introduction to modern physics, providing a framework for further study

in several fields. Topics to be covered include Special Relativity, Quantum Mechanics (with applications), Atomic Structure and Atomic Spectroscopy, and Molecular Properties of Matter. The laboratory experiments will familiarize the student with the tools of modern physics as well as illustrate the subject matter of the course. (Physics 22.1 and 27.2 and Math 21.2, or special permission) Three hours of lecture and one three-hour laboratory—Lab. fee $5.00. Will be given in 1968–69. STAFF

45.1 Quantum Mechanics Fall

Operators, eigenfunctions, eigenvectors, and eigenvalues; Schroedinger's equation and matrix representations; perturbation and variation method; applications to atomic, nuclear, and molecular systems. (Physics 15.2 and Math 21.2) Offered in alternate years; will be given in 1968–69. STAFF

46.2 Advanced Modern Physics

A continuation of Physics 44.1. Topics to be covered include Solid State, Nuclear, and Elementary Particle Physics, and an introduction to modern cosmology. In the laboratory each student will pursue one extended experimental investigation in modern physics during the semester. This will involve all phases of experimental work, including the design and construction of the apparatus as well as the usual recording of the measurements and interpretation of the results. (Physics 44.1, or special permission) Three hours of lecture and one three hour laboratory—Lab. fee $5.00. Will be given in 1968–69. STAFF

Department of Military Science

Professor: Lt. Col. J. C. Hefti; Assistant Professors: Capt. H. E. Koenigsbauer, Jr., Capt. A. A. Myer, Capt. A. R. Villaseñor; Assistants: SGM. T. G. Harper, SSG. H. L. Carpenter, SSG. R. L. Cummins, SP5 L. A. Edwards, Civ. O. P. Broughton, Jr.

The objective of a senior ROTC unit, organized under the provisions of the National Defense Act of 1916 and amendments thereto, is to qualify students for a commission in the Regular Army and the Army Reserve in assigned branches of the Army. A two-year basic course is offered to freshmen. A two-year advanced course is offered to juniors who either successfully complete the basic course, served on active duty in the Armed Forces for one year, or successfully complete a six-week basic summer camp prior to their junior year of college.

The Basic Course

A two-year basic course is available to all male students who voluntarily enroll in the freshman year. Draft deferments are provided members of the basic course.

a. Veterans

(1) A student who has served on active duty in the Armed Forces for six months will be excused from the Freshman Basic Course.

(2) A student who has served on active duty in the Armed Forces for one year will be excused from the Basic Course as a prerequisite for the Advanced Course.

b. Former ROTC students

(1) A student who has successfully completed three or more years of the Junior ROTC program at an accredited ROTC institution will be admitted to the Sophomore Basic Course upon presentation of a military training certificate.

(2) A student who has successfully completed the first year of the ROTC Basic Course at another accredited ROTC institution will be admitted to Sophomore Basic Course.

The class meets three periods each week during the fall and spring semesters. Uniforms, arms, and equipment are furnished by the Department of the Army at no cost to the student.

11.1 and 11.2 Freshman Basic (Military Science I) Spring semester only. The United States Defense Establishment. Two hours of class and one hour Leadership Laboratory. One semester credit of ROTC II for appropriate academic subject.

21.1 and 21.2 Sophomore Basic (Military Science II) Fall and Spring American Military History; Introduction to Tactics and Operations. Two hours of class and one hour of Leadership Laboratory.

The Advanced Course

This is an elective two-year course and carries full credit each of two semesters. Both semesters must be successfully completed before credits are awarded

except for special cases which will be ruled on by proper college officials. Members of the advanced course are selected by the President of the College and the PMS from the students in the sophomore class who either successfully complete the basic course, or a six-week basic summer camp prior to their junior year of college. Draft deferment will be authorized for those who qualify.

Students enrolled in this course will receive a retainer allowance of $50 per month. The class meets four periods per week for two semesters. Credit is given for two semesters of Advanced ROTC for appropriate academic subjects.

Advanced Course students wear a regulation Army Officer uniform which is retained by the student upon his graduation. The Government pays $149.00 toward the cost of the uniform and any remaining amount is paid by the student.

Attendance at one summer camp of six weeks duration is mandatory. During such attendance the student is paid $120.60 per month. Mileage rate is paid from home to camp and return. Students will attend camp between the junior and senior academic years, but deferment from the junior to the senior year may be made, for a cogent reason, when approved by the Professor of Military Science.

The Department participates in the ROTC Flight Program. This program is available to selected cadets in their senior year at no cost to the student. The student is given thirty-five hours of ground school and thirty-eight hours of flight instruction. Successful completion of this program qualifies the individual for a Federal Aviation Agency Private Pilot's License.

On successful completion of the Advanced Course, the student is commissioned as a Second Lieutenant, U. S. Army Reserve. Outstanding military students are eligible for direct commission in the Regular Army upon graduation. Graduates then report to active duty within the first twelve months following their commissioning; however, those who desire to attend graduate school may be deferred from active duty for the duration of their graduate study. The ROTC student is given a general military science course which does not emphasize any one branch or service. Prior to commissioning, assignment to a branch will be made based upon the needs of the Service and the individual's desires and capabilities. Training is directed primarily toward a commission in one of the combat arms—Infantry, Artillery, Armor, Signal Corps, or Engineer Corps. Students whose academic program has particularly qualified them may be offered a commission in one of the technical services—Chemical Corps, Ordnance, Finance, and others.

Students who enroll in the Advanced Course are required to complete both years, and when tendered a commission, are required to accept it, as a prerequisite for graduation from the College.

31.1 and 31.2 First Year Advanced Course (Military Science III)
Spring semester only. Leadership and Management I; Fundamentals and Dynamics of the Military Team I. Three hours of class, one hour of Leadership Laboratory. One semester credit of Advanced ROTC for appropriate academic subject.

41.1 and 41.2 Second Year Advanced Course (Military Science IV)
Fall semester only. Leadership and Management II; Fundamentals and Dynamics of the Military Team II. Three hours of class, one hour of Leadership Laboratory. One semester credit of Advanced ROTC for appropriate academic subject.

General Information

NAMED AND ENDOWED SCHOLARSHIPS

The following is a list of endowed and other named scholarships offered to Middlebury students. Candidates for financial aid are cautioned that they should not make application for specific named grants. By applying for financial aid, an applicant will be considered for an award from the scholarships listed below or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100.00 for those without financial need to the cost of tuition for those requiring such support. Each year approximately twenty new Charles A. Dana Scholars are selected. The Charles A. Dana Foundation was established in 1950 with the scholarship program as one of its significant activities. These scholarships are among the highest honors which are awarded to students.

State Scholarships. Through an annual appropriation of the Vermont Legislature, scholarships from $100 to $300 each are granted to State residents attending seven Vermont colleges of which Middlebury is one. The thirty Vermont senators are each privileged to award a number of scholarships at their discretion to undergraduates in the different institutions. The scholarships are for one year only but may be renewed. Application must be made in the spring directly to the Office of Financial Aid.

The Cecile Child Allen Student Aid Fund. $85,910.00. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world." Awards are made under the authority of the women members of the Board of Trustees.

The Cornelia W. Bailey Fund. $33,500. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. $28,122. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

The Cesare Barbieri Endowment Fund. $45,000.

The Joseph Battell Scholarships. $500 annually, for young women of Addison County.

Edward L. Bond Jr. Memorial Scholarship. $11,200.00. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends.

The Ezra Brainerd Scholarship. $5,010. Established in 1961 by gift of Ezra Brainerd, Jr. in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885–1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Elbert S. and Anna H. Brigham Scholarship Fund. $474,505.58. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

The Charitable Society Fund. $4,012. Established in 1832, for men.

Kay Corrigan Scholarship Fund. $1,000.00. Established in 1966 by a bequest under

the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56; first preference being given to members of the Delta Delta Delta Sorority.

The Annie L. Cox Scholarship Fund. $2,500. Established for "a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage."

George C. Dade '15 Memorial Scholarship Fund. $25,000. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Wilfred E. Davison Scholarship Fund. $1,632. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

The Dr. Ralph B. DeLano Scholarship Fund of $10,000. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. $5,723.05. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College.

Constance Barker Diss Student Aid Fund. $201,487.00. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Erwin Ewald Drost Memorial Fund. $636.40. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. $38,198.02. Established in 1953. "Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics."

Grace M. Ellis Scholarship Fund. $3,334.12. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

The Fairbanks Scholarships. $2,000. Established by Thaddeus Fairbanks, Esq., of St. Johnsbury, for men.

Rollo J. Francisco Scholarship Fund. $17,919.70. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship. $20,000. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

Eben J. Fullam Scholarship. $10,000. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. $15,000, "to aid worthy women preferably from Worcester County, Massachusetts."

John Hamilton Fulton Scholarship Fund. $314,784.88. Established in 1964. Income to be awarded as named scholarships for young men who are graduates of Athens College, Greece, and for young men of Scottish parentage who are graduates of schools located in Scotland.

The William W. Gay Fund. $5,000. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Edward N. Gosselin Scholarship Fund. $4,078.92. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. $2,000.00. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

THE HOMER AND KATHERINE HARRIS FUND. $3,000.00. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

JOEL B. HARRIS SCHOLARSHIP FUND. $23,000. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

BENJAMIN L. HAYDON SCHOLARSHIP FUND. $56,831.12. Bequest under the will of Elsie Haydon Cornell. "Income to be used by Middlebury College for scholarships." Benjamin L. Haydon graduated from Middlebury College in 1897.

THE CHARLES B. R. HAZELTINE FUND. $14,043.35. Established in 1923 "for assisting worthy students."

RICHARD A. HEINE MEMORIAL SCHOLARSHIP FUND. $3,775.00. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

THE WALDO H. HEINRICHS SCHOLARSHIP FUND. $9,885.50. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

FRANK B. HICKCOX MEMORIAL SCHOLARSHIP FUND. $5,110.40. Established in 1965 by Miss Charlotte Hickcox, '45, in memory of her father. Income to be used for scholarship awards as a part of the general scholarship program until the principal reaches $10,000.00. Thereafter, scholarship awards will be identified as being in memory of Mr. Hickcox.

THE JOHN A. HOWE SCHOLARSHIPS. $3,000. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for his descendants, and then under certain conditions for students from Poultney.

CHRISTIAN A. JOHNSON MEMORIAL SCHOLARSHIP FUND. $50,000. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

THE FREDERICA V. JONES SCHOLARSHIP. $10,000. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities "be deserving of this award."

THE KAPPA DELTA RHO SCHOLARSHIP FUND. $4,008.76. For worthy male students of the two upper classes majoring in science or mathematics, with preference being given to members of the Kappa Delta Rho Fraternity.

JOSEPH P. KASPER SCHOLARSHIP. $25,235.00. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman with the provision that 60% of the award be a scholarship and 40% be a student loan repayable after graduation.

THE SANFORD H. LANE MEMORIAL SCHOLARSHIP FUND. $2,000. Established in 1945, for men students.

THE TED LANG, JR. MEMORIAL SCHOLARSHIP FUND. $16,000. Established in 1945 by Mr. and Mrs. Fred P. Lang of the Classes of 1917 and 1915, in memory of their son who lost his life on the battlefield in France during World War II. Income to be awarded annually to a man in his Senior year who has had to work to assist himself in acquiring his education and who has made a contribution to his College in extra-curricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardee in his senior year in recognition of his determination to obtain his Middlebury degree as evidenced by his own effort and initiative.

THE LITERARY FUND. $740. Established in 1835, for men.

ROBERT J. MARONY FUND. $122,925. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

GERTRUDE CORNISH MILLIKEN SCHOLARSHIP FUND. $13,398.57. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae clubs to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship. $2,000. Established by Hon. Levi Parsons Morton of New York City, for men.

The New Jersey Student Aid Fund. $400. For men from New Jersey.

Sidney Nordenschild, Sr., Scholarship Fund. $4,725.00. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Hewitt Page Scholarship Fund. $1,419.77. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first five years, after which it shall be used with restrictions under the direction of designated college officials.

The Penfield Scholarship. $1,000. Established by Allen Penfield, Esq., of Burlington, for men.

The Dana G. Pierce Scholarship Fund. $8,012.50. Established in 1951. "For men students from Rutland High School."

William H. Porter Memorial Scholarship. $10,000. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

The President's Purse. $33,272.71. Established by the late Charles M. Swift, Esq., the income to be disbursed at the discretion of the President.

The Fredrika Proctor Fund. $25,000. Established in 1956, the income to be awarded as a named scholarship, to an undergraduate studying French, by the Scholarship Committee.

Justin Ricker Funds #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, and #11. Established by Justin M. Ricker '06 subject to reservations of life income, after which the income of these funds is to be used for scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Richard A. Rosbeck Memorial Scholarship Fund. $6,136.50. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed on military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. $11,157.95. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. $2,000. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. $5,140.00. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, willing to serve his campus in at least two non-scholastic activities, maintaining at least a 70 average and representing Middlebury with the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

The Henry W. Schuettauff Scholarship Fund. $500. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship. $99,491.76. Established by bequest of Dr. George Dow Scott, Class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. $27,500. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Bezeliel Smith Fund. $1,000. Established in 1893, for men.

Lucy S. Smith '18 Scholarship. $39,800.00. Established in 1961 for needy and deserving students.

THE JONATHAN COLEMAN SOUTHMAYD SCHOLARSHIP FUND. $28,600. Established by the late Hon. Redfield Proctor, in 1922, its income first available for students (men or women) from Proctor.

THE A. P. STAFFORD FUND. $1,000. Established "to assist needy students from Wallingford to an education."

THE JOHN WOLCOTT STEWART FUND. $25,000.00. Established in 1956 by the late Philip B. Stewart in memory of his father, the income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. STONE FUND. $50,000. Established in 1965 by bequest of Wilfred J. Stone, '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

THE SUBSCRIPTION of 1852. $25,000. For men.

AGNES WARNER SUNDERLAND FUND. $3,000. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

THE ARTHUR GOULD TASHEIRA FUND. $25,000, the income to be used as far as possible to provide scholarships for worthy and deserving students.

THOMAS G. THOMPSON SCHOLARSHIP FUND. $3,500. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the protestant Christian ministry, and the other a young woman.

THE LUDGAR J. TOUSSANT FUND. $420.41. Established by the class of 1920 in memory of their classmate—Ludgar J. Toussant—killed in World War I.

THE HERBERT K. TWITCHELL FUND. $2,000. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

THE JAMES M. TYLER FUND. $1,000. For students from Vermont.

BESSIE CLARINDA VERDER '98 MEMORIAL FUND FOR WOMEN STUDENTS. $1,000. Established by Blanche Avaline Verder in memory of her sister.

THE VOTER MEMORIAL SCHOLARSHIP FUND. $1,325.00. The income to be used for scholarship purposes, in memory of Profesor P. C. Voter, formerly Chairman of the Chemistry Department.

THE WALDO FUND. $10,010.00. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

THE PHOEBE KASPER WALLACH '49 MEMORIAL SCHOLARSHIP FUND. $3,660.00. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

THE WARREN FUND. $3,000. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

THE ASA WHEELOCK SCHOLARSHIPS FUND. $5,000. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available for protestant students from the town of Wardsboro, and then from other small country towns in the State.

THE ALBERT HENRY WIGGIN MEMORIAL SCHOLARSHIP FUND. $27,500. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922–1950.

THE EMMA WILLARD SCHOLARSHIP. $2,000, established in 1895 by the Emma Willard Association, for the benefit of deserving young women. The holder of this scholarship receives a supplementary scholarship bringing the total up to $350. For seniors only.

THE WINDHAM COUNTY CONGREGATIONAL SCHOLARSHIP FUND. $2,000. Established in 1951. "Income first available for students proposed by the Conference."

THE HARRIET B. WINSOR SCHOLARSHIP FUND. $10,000. Established under the will of

Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

The Charles Baker Wright Scholarships. $50,000. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. $10,000.00. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to the freshman woman outstanding in scholarship, personality and athletics.

General Student Scholarship Fund. $25,915.00. The aggregate of gifts from friends to be used in making loans to students, originating with a gift from Prof. Wm. W. Eaton of $25 in 1911. Income from Fund may be used for scholarships.

The Henry Francis Barrows Scholarship Fund. $1,050. Annually from the Boston Safe Deposit and Trust Company as trustee under the will of Fanny Barrows Reed.

The Charles A. Dana Scholarships. See page 127.

The French Government Scholarship. $250. Awarded annually to a student majoring in French and living at the Château or Men's French Residence on the basis of scholarship, character and personality.

The Huguenot Society Scholarship. $1,000 annually. Available to students, on recommendation by the College, whose Huguenot ancestry meets the requirements of the Sponsoring Society. Special application forms are available from the Office of Financial Aid.

The Kemper Foundation Scholarships. $1,000 awarded to a man in each class by the Kemper Foundation to aid worthy students interested in careers in insurance.

The Agnes M. Lindsay Awards. $8,000. Annually from the Agnes M. Lindsay Trust, allocated by the College Trustees to scholarships for men and for women.

The Wilhelmina C. Siegert Scholarship. $500 annually. May be awarded to either a man or a woman of good citzenship who is in need of assistance.

The Albert Henry Wiggin Memorial Scholarship. $2,400. Established by the Albert H. and Jessie D. Wiggin Foundation. A four-year full tuition scholarship awarded to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area. Apply to: Alumnae Secretary, Middlebury College.

LOAN FUNDS

Alpha Sigma Phi Memorial Fund. $11,974.54. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. $11,237.22. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,345.39 for loans to Middlebury students.

Hazeltine Student Loan Fund. $2,500, received in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. $3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Martha Jewett Nash Student Loan Fund. $3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College."

William H. Porter Student Loan Fund. $10,140, an unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont—first consideration being given to those from Addison County.

Justin M. Ricker Fund. $3,387.91. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. $3,083.47. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

PRIZES AND AWARDS

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen, '62. Income from $3,980.75. Awarded to the senior man who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

Bishop Atwood Historical Prize. Income from $304.77. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910–1925.

Byron E. Bermas, Jr., Prize. Income from $500. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Berwick Memorial Trophy. In memory of John Frederick Berwick, Jr., Class of 1954, given by Beta Pi of Phi Kappa Tau. "An honor voted annually to the most valuable male intramural athlete who has shown outstanding qualities in performance, leadership, and good sportsmanship."

Deacon Boardman Peace Prize. Income from $2,174.62. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature, 1859–1861.

The Blue Key Trophy. An honor voted annually to the freshman who, by his performance, example, and influence as an athlete and as a man has done the most to advance the cause of sportsmanship, and the spirit of his class and College. Established by Blue Key, 1948.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan '62. Income on $1,633. Awarded to the senior woman who most fully represents Barbara Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,500. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Prize. The annual income, not exceeding $1,000, on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A.B. "classical" course, showing the highest grade for scholarship and deportment. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Classical Prize Fund. Income from $1,000. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction.

George H. Catlin Fund. Income from $7,615.74. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest

average the full four-year "classical" course, including preferably some study of Latin and Greek.

Eaton Prize. Income from $1,000. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000, were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $862.77, established in memory of Harry M. Fife, Professor of Economics, 1925–50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during the four undergraduate years.

Hazeltine-Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925–1928, and Burt A. Hazeltine, Dean of Men, 1926–1938.

Kellogg Latin English Prize. $25. and $15. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861–1868, and trustee, 1885–1920.

Edwin Winship Lawrence Prizes. Income from $13,140.34. Awarded to three students adjudged by the English Department to exhibit the greatest proficiency in debating. Established in memory of the donor's father, George Edwin Lawrence, 1867, Vermont lawyer.

Edwin Winship Lawrence Prizes. Income from $2,000. ($1,000 of this fund is held by the University of Vermont.) Awarded to four debaters participating in the annual debate between the University of Vermont and Middlebury. The winners are the best four in the two teams. Established by E. W. Lawrence.

Edwin Winship Lawrence Prize. $120. Awarded annually to the freshman or sophomore showing the greatest improvement in debating proficiency. Appropriated from the income of the Edwin Winship Lawrence Fund For Developing and Improving Debating to encourage freshman and sophomore students to engage in debating.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

Merrill Prizes. $30, $25, $20, $15. Awarded to four students adjudged best speakers in a contest of students. Established in 1882 by Thomas A. Merrill, Middlebury pastor, 1805–1842, and trustee, 1806–1852

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in College by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Optima Prize $200. Awarded to the junior woman who by vote of her class is considered most typical of Middlebury, as shown in character, scholarship, and personality. The winner also receives a gold emblem. Established in 1929 in memory of Henry Hobart Vail, 1860, trustee 1893–1925, by Mr. and Mrs. Roger S. Baldwin in appreciation of the benefits derived by their daughter Catherine (Mrs. Catherine Baldwin Blanke) during her undergraduate years at Middlebury.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income of $500. Awarded annually to the student who writes the best honors thesis in history or, at the discretion of the departmental chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

Parker Prizes. $50 divided. Awarded to students, adjudged best speakers in a contest of students. Established in 1807 by gift of Daniel Parker, French merchant and landlord, and by Frederick Hall, Professor of Mathematics and Natural Philosophy, 1806–1824.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

Mary Dunning Thwing Prize. Income of $1,500. Awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Wetherell Prizes. Income from $1,248.99. Awarded to the two men showing the greatest interest and proficiency in debating. Established by friends in 1922 as a memorial to Archibald D. Wetherell, Assistant Professor of History, 1908–1916.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,000 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $1,274.69. Awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, trustee, 1922–23.

Attendance Statistics

FIRST SEMESTER 1967–68

GEOGRAPHICAL DISTRIBUTION

United States and Possessions	Men	Women	Total
New York	189	107	296
Massachusetts	156	81	237
Connecticut	111	64	175
New Jersey	64	57	121
Vermont	45	30	75
Pennsylvania	35	33	68
Ohio	30	13	43
Maryland	13	21	34
Maine	19	12	31
California	23	7	30
New Hampshire	20	9	29
Minnesota	16	5	21
Colorado	8	12	20
Virginia	7	12	19
Illinois	9	6	15
Rhode Island	9	6	15
Washington	10	5	15
Michigan	6	5	11
Wisconsin	6	3	9
Florida	5	3	8
Missouri	4	4	8
Iowa	3	4	7
Texas	2	4	6
District of Columbia	1	4	5
Indiana	3	2	5
North Carolina	1	4	5
Oklahoma	1	4	5
Tennessee	1	4	5
Arizona	3	1	4
Hawaii	4	0	4
Alabama	0	3	3
Kansas	0	3	3
Louisiana	1	2	3
Delaware	1	1	2
Nebraska	1	1	2
Alaska	0	1	1
Georgia	0	1	1
New Mexico	1	0	1
South Carolina	1	0	1
South Dakota	0	1	1
Virgin Islands	1	0	1

Outside United States	Men	Women	Total
Canada	11	15	26
England	1	4	5
Italy	3	1	4
Africa	3	0	3
Greece	3	0	3
Lebanon	1	1	2
Nigeria	1	1	2
Saudi Arabia	0	2	2
Switzerland	0	2	2
Bahamas	1	0	1
Belgium	0	1	1
Brazil	1	0	1
Colombia	0	1	1
Chile	1	0	1
Germany	0	1	1
Honduras	1	0	1
Hong Kong, B.C.C.	1	0	1
Japan	1	0	1
Kuwait	0	1	1
Mali	0	1	1
Mexico	0	1	1
Panama	1	0	1
Philippines	0	1	1
Sweden	0	1	1
Thailand	1	0	1
British West Indies	0	1	1
	841	570	1411

ATTENDANCE BY CLASSES

Undergraduates	Men	Women	Total
Seniors	181	119	300
Juniors	206	122	328
Sophomores	199	158	357
Freshmen	244	168	412
	830	567	1397
Special Students	1	3	4
Graduate Students	10	0	10
	841	570	1411

GENERAL SUMMARY

Regular Session	Total
Undergraduates	1397
Special Students	4
Graduate Students	10
	1411
Graduate School of French in France, 1967–68	72
Graduate School of German in Germany, 1967–68	43
Graduate School of Italian in Italy, 1967–68	23
Graduate School of Spanish in Spain, 1967–68	80
Language Schools, Summer 1967	1071
Bread Loaf School of English, Summer 1967	224
Writers' Conference, Summer 1967	189
	3113
Less: Counted twice	—165
	2948

HISTORICAL EVENTS

1761	Nov. 2	Charter of the town of Middlebury granted from New Hampshire.
1766	June	John Chipman clears first "pitch" in Middlebury.
1773	June	First log house built in town by Benjamin Smalley.
1777	Jan. 15	Vermonters make Declaration of Independence from New Hampshire.
1778	Nov.	Settlement of Middlebury completely plundered by British.
1783	Apr. 3	First *permanent* settlement made in town.
1791	Mar. 4	Vermont admitted to the Union.
1796	Oct. 25	Present site of College Campus annexed from town of Cornwall.
1797	Nov. 8	Addison County Grammar School chartered by the State Legislature.
1798	Sept. 30	Timothy Dwight visits Middlebury and a plan for starting Middlebury College is discussed.
1800	May	Female Academy established.
	Nov. 1	College charter granted by State Legislature and Jeremiah Atwater elected first President.
	Nov. 4	First Trustees' Meeting.
	Nov. 5	First students admitted.
1802	Aug. 18	First College Commencement. One student, Aaron Petty graduated.
1806	Aug. 21	Professorships of Natural Philosophy and Law created.
1807	July	Emma Hart elected Principal of the Female Academy.
1809	May 31	Congregational Church dedicated.
	Aug. 16	Jeremiah Atwater resigns; Henry Davis elected President.
1810	Aug. 15	First Professorship of Languages established.
1811	Sept.	Great religious revival in College.
1816	Mar.	Painter Hall opened to students.
	Aug. 22	Professorship of Divinity established.
1817	Oct. 6	President Henry Davis resigns.
	Oct. 7	Joshua Bates elected President.
1819	May 21	Gamaliel Painter dies, bequeathing most of his estate to Middlebury.
1820	Aug. 16	Middlebury adopts Castleton Medical School.
1822	Dec.	Private French School opened in Middlebury by John B. Meilleur.
1824	Aug. 18	Alumni Association formed.
1827	Dec. 4	Mechanical Association for "promoting systematical bodily exercise" started.
1830	Oct. 28	First issue of *The Undergraduate* published.
1833	July	*The Philomathesian*, undergraduate literary magazine, first published.
1835	Aug. 20	Chair of English Literature and Education founded.
1836	Aug.	Old Chapel completed.
1839	Jan.	Great religious revival ends disastrously.
	Mar. 18	Inauguration of the Professors.
	Sept. 4	President Joshua Bates resigns.
1840	Apr. 20	Morning chapel is changed from 5:30 to 5:00.
1841	May 18	Benjamin Labaree inaugurated President.
1842	Dec. 2	First Forefather's Day celebrated at Middlebury.

1843	Nov. 26	Middlebury Chapter of Chi Psi founded.
1859	Apr. 15	First athletic field planned.
1860	Nov. 1	Cornerstone for Starr Hall laid.
1861	Mar.	Gymnasium opened for College and town.
	Apr.	Full company of students enlist.
1864	Dec. 25	Starr Hall burned.
1865	Aug. 8	President Benjamin Labaree resigns.
1866	Jan. 2	Harvey D. Kitchel elected President.
	June	Bread Loaf Inn opened.
1868	Aug. 7	Phi Beta Kappa charter granted to Middlebury.
1873	July	President Harvey Kitchel resigns.
1875	June 8	Calvin B. Hulbert elected President.
1876	Mar.	First issue of the "second" *Undergraduate* published.
1880	Aug. 23	Cyrus Hamlin elected President.
1881	Sept. 27	Formal opening of Library in North Painter Hall.
1883	Sept. 13	First women enter Middlebury.
1885	July 1	President Cyrus Hamlin leaves office.
1886	Apr. 17	Ezra Brainerd elected President.
1888	Mar. 16	College snowbound in 10 to 15 foot drifts.
	Nov. 24	State Legislature gives first financial assistance to College—$1200 for scholarships.
1889	Nov.	First Glee Club formed.
1890	June	Elective system established.
1891	Sept. 10	Battell Hall, first women's dormitory, opened.
1893	Oct. 21	First organized College football practice.
1895	June	Board at Battell Hall raised to $3.50 per week.
1897	July 13	Fund for Chair of Political Economy and International Law established.
1900	July 3	Starr Library dedicated.
1902	Dec. 4	Women's College at Middlebury established.
1908	Oct. 17	President Ezra Brainerd resigns and John Thomas elected President.
1909	May	Joseph Battell donates women's campus.
	July 7	First Summer School session opened.
1911	June	Pan-Hellenic council is created.
1912	Mar. 9	Alumnae Association formed.
	May	Women's Athletic Association organized.
1915	Feb. 23	Joseph Battell dies, leaving to the College a mountain campus of over 30,000 acres.
	June 29	German Summer School opened.
1916	July 8	French Summer School opened.
1917	May 6	College closes to permit students to enlist.
	June 30	Spanish Summer School opened.
	Sept. 26	*Campus* becomes a weekly newspaper.
1918	Oct. 25	S.A.T.C. programs for Artillery, Air, Chemical Warfare, and Transport Service adopted.
1920	June 30	Bread Loaf School of English opened.
	Sept. 20	Maison Française, one of the first in America, opened at Logan House.
1921	Jan. 28	President John Thomas resigns.
	July 28	Paul D. Moody elected President.
1922	Nov. 22	Black Panther adopted as College mascot.

1923	Feb. 22	Middlebury's first winter carnival.
	Sept.	Department of American Literature established.
1926	June 5	First Alumni News Letter published.
	Aug. 16	First Writers' Conference opened.
1931	May 6	General examination system adopted by faculty.
	June 14	Bread Loaf fire.
	July 6	German Summer School reopened.
1932	July 1	Italian Summer School opened.
1941	Aug.	Old Chapel becomes Administration Building.
1942	Feb.	College goes on wartime schedule.
	June 1	President Paul D. Moody retires; Dr. Freeman Acting President.
1943	Jan. 6	Samuel S. Stratton inaugurated as President.
	July 1	College adopts an accelerated three-term calendar.
	July 1	Navy V-12 unit of 500 men established at the College.
1945	June 29	Russian Summer School opens.
1947	July 1	First women elected to the Board of Trustees.
	Nov. 7	Fifty meter ski jump at Snow Bowl completed.
1949	June 11	World War II Memorial Field House dedicated in honor of the 62 men killed in action and the 1390 men and women who served in the Armed Forces.
	Oct. 1	Graduate School of French in France established in Paris.
1950	Sept. 30	Sesquicentennial Celebration
	Sept. 30	Dedication of Lang Field.
	Nov. 25	The hurricane.
1951	Oct. 1	Graduate School of Spanish in Spain established in Madrid.
1952	Feb. 25	Pres. Stratton leaves for a year as Point Four Director in Saudi Arabia. Vice President Freeman in charge.
	Sept. 18	R.O.T.C. unit established.
1953	Dec. 23	College Playhouse destroyed by fire.
1954	Mar. 18	Gifts from Wilks Estate total $2,454,399.
1957	July 1	Endowment and Accomplishment Grants from Ford Foundation total $549,500.
1959	Oct. 15	Graduate School of German in Germany established at Mainz.
1960	Sept. 19	Ford Foundation Grant of $111,500 for Teacher Training Program.
	Oct. 1	Graduate School of Italian in Italy established at Florence.
1963	Sept. 1	President Stratton retires; Dr. James I. Armstrong becomes twelfth President of the College.
	Nov. 8	James I. Armstrong inaugurated as President.
1964	June 25	Notification of Challenge Grant of $1,700,000 by Ford Foundation contingent on the College's matching it with $3,400,000 in new gift funds by June 30, 1967.
1965	Sept. 27	Sunderland Language Center and Dana Auditorium dedicated.
1966	June 11	Middlebury Challenge Fund total of $8,039,722 announced.
	June 22	Chinese Summer School opens.
1968	Sept. 16	4–1–4 Curriculum goes into effect.

ALUMNI AND ALUMNAE

The Associated Alumni, one of the oldest organizations of its type in America, was established in 1824. The preamble to the constitution stated the purpose of the organization in 33 words that could not be better chosen today: "To revive the pleasing recollections of academic life—to cherish a laudable zeal for the advancement of literature and science and particularly for the prosperity of our Alma Mater this association is formed." A separate Alumnae Association for women graduates was formed in 1912.

The business of the Associated Alumni and Alumnae Association is conducted through the offices of the respective secretaries at the College. Biographical information and addresses may be secured through them. The NEWS LETTER, the Middlebury quarterly magazine, is mailed to all alumni and alumnae.

NATIONAL ALUMNI OFFICERS 1968–69

President: Lewis G. Ensinger, '42 (elected 1968)
8 Forbes Boulevard, Eastchester, New York 10709

Secretary: Gordon C. Perine, '49 22 South Street, Middlebury, Vermont 05753

ALUMNI TRUSTEES
(*Term Five Years*)

Region 1

Chester H. Clemens, '33 (elected 1966) 36 Mill Lane, Hingham, Mass. 02042

Region II

Adrian C. Leiby, '25 (elected 1965) 138 West Church St., Bergenfield, N. J. 07621

Region III

Dr. Raymond A. Ablondi, '52 (elected 1968)
2761 Lamplighter Lane, Bloomfield Hills, Michigan 48013

Trustee-at-Large

Frederick W. Lapham, '43 (elected 1967)
177 Summit St., Burlington, Vt. 05401

ALUMNI DISTRICT PRESIDENTS
(*Term Three Years*)

Region I

Northern New England—Maine, New Hampshire, Vermont
John B. Cadwell, '44 (elected 1966) Box 347, Rutland, Vermont 05701
Massachusetts
David E. Thompson, '49 (elected 1966) 44 Brookside Rd., Needham, Mass. 02192
Connecticut and Rhode Island
John F. Bates, '42 (elected 1966) 4 Brook Drive, Simsbury, Conn. 06070

Region II

New York State—Other than area around New York City
Philip W. Robinson, Jr., '42 (elected 1968)
410 Buffington Road, Syracuse, New York 13244
New York City—New York City, counties around City, and Long Island
Ernest H. Lorch, '54 (elected 1968)
200 East End Avenue, New York, New York 10028

New Jersey and Pennsylvania
ROBERTS M. ROEMER, '49 (elected 1968)
310 East Pine Street, Millville, New Jersey 08332

REGION III

Washington—Delaware, Maryland, D. C., Virginia, West Virginia, and all southern states east of Mississippi
JULIAN A. POLLAK, JR., '49 (elected 1967)
1129 No. Ivanhoe St., Arlington, Va. 22205
Mid-West—Illinois, Michigan, Indiana, Ohio, Wisconsin, Minnesota, Iowa
WILLIAM S. BRACKETT, JR., '53 (elected 1967)
2214 Kenilworth Ave., Wilmette, Ill. 60091
Western
PHILIP W. HOFFMIRE, '49 (elected 1967)
232 Mt. Shasta Dr., San Rafael, Calif. 94901

NATIONAL ALUMNAE ASSOCIATION OFFICERS 1968–69

President: MRS. DONALD W. JEFFRIES (PAULA KNIGHT, '45)
3104 Q Street N. W., Washington, D. C. 20007
Vice President: MRS. GEORGE F. BICKFORD (Louetta Haynes, '19)
7 Oak Street, Grafton, Massachusetts 01519
Delegates-at-Large: MRS. WILLARD JACKSON (Martha Belden, '52)
Bridle Path Lane, Riverside, Connecticut 06878
MRS. A. WILLIAM CALDER (Marilyn Knust, '45)
660 Forest Lane, Franklin, Pennsylvania 16328
Secretary: MRS. JOHN L. DIAZ, JR. (Janet Deakins, '53)
R.F.D. 3, Middlebury, Vermont 05753

ALUMNAE TRUSTEE
(*Term Five Years*)

MISS MARIAN G. CRUIKSHANK, '30 (elected 1964)
52 William Street, Worcester, Massachusetts 01606

PRESIDENTS OF REGIONAL ALUMNI/AE CLUBS

Boston: MR. ROBERT E. SEIXAS, '49
97 Fisher Street, Westwood, Massachusetts 02090
MRS. RICHARD J. MAKIN (Patricia Hinman, '55)
31 Ethan Allen Drive, Acton, Massachusetts 01720
Capitol District (N.Y.): DR. MARK BENZ, '56
11 Parkwood Drive, Burnt Hills, New York 12027
Chicago: MRS. NORMAN R. ATTWOOD (Barbara Counsell, '43)
900 Oakton Street, Evanston, Illinois 60202
Cleveland: MRS. WILLIAM C. GARRETT (Nancy Finley, '47)
15485 Russell Road, Chagrin Falls, Ohio 44022
Hartford: MRS. ROBERT NICKERSON (Nancy Whittemore, '54)
52 Farmingdale Road, Wethersfield, Connecticut 06109
Long Island: MRS. JOHN C. TRASK (Frances-Jane Hayden, '41)
36 Melbourne Lane, Old Bethpage, New York 11804
Manhattan: MRS. IAN G. M. BROWNLIE (Marian Moran, '56)
28 East Fifty-fifth Street, New York, New York 10028
Montreal: MR. KENNETH KOURI, '59
13 Greenwood Street, Ste. Therese, Quebec

New Jersey: Mrs. Don Phillips (Susan Daniell, '58)
23 Oak Hill Road, Short Hills, New Jersey 07078
Philadelphia: Mrs. David Stebbins (Irmgard Nierhaus, '48)
5 Brennan Drive, Bryn Mawr, Pennsylvania 19010
Rochester: Mrs. John C. Heurtley (Eleanor Bliss, '59)
1258 Wildflower Drive, Webster, New York 14580
Twin State: Mrs. Laurence P. Folsom (Irma Willey, '29)
1 Highland Avenue, Claremont, New Hampshire 03743
Washington, D.C.: Mrs. Edmund B. Cronin, Jr. (Leslie Dearborn, '62)
5312 McKinley Street, Bethesda, Maryland 20014
Worcester: Mrs. Francis A. Ives (Evelyn Jones, '29)
139 Holden Street, Holden, Massachusetts 01520
Mr. Hadley G. Spear, '22
39 Westwood Drive, Worcester, Massachusetts 01609

Honorary Degrees Conferred by Middlebury College

August 15, 1967

DOCTOR OF LAWS

John Brademas

June 10, 1968

DOCTOR OF LAWS

Egbert Charles Hadley

DOCTOR OF LETTERS

Alfred Conway Edwards

DOCTOR OF MUSIC

Milton Byron Babbitt

DOCTOR OF SCIENCE

Charles Julius Lyon

DEGREES CONFERRED IN MIDDLEBURY SUMMER SCHOOLS
SUMMER 1967

MASTER OF ARTS

English School—August 12, 1967

Kathleen Ann Barran
Warren Richard Bidwell
Robert Edward Bourdette, Jr.
Linda Robin Burnett
Richard George Caram
Peter Moffett Cole
William Francis Coughlin, Jr.
Michael Francis Drummey
Jack L. Easterling
Peter Shelley Fagan
Mary Feher
Elliot Watkins Fenander
Margaret Wooster Freeman
Ann Lyons Fry
Robert James Gallagher
Kenneth Neil Geiersbach
David Gordon Griffiths
Diana Hines Heard
Deatt Hudson
Charles Michael Hegarty
Anne St. Clair Kelley
Thomas Byrne Kelly
Nancy Carol Kolbe
Barbara Southern Meeker
James Boyd Percival
Vera Louise Powell
Christian Ravndal
Hallye Lucile Redman
Peter Lawrence Sanders
Diane Stephanie Tabor
Joan Elizabeth Venditto
Geraldine Louise Wagstaff
Vaughn Ramsey Ward
Carolyn Lee Wile
David Charles Wilson
Carlene Ruth Wooster

French School—August 15, 1967

Teresa Jean Alessi
Mira Elena Baciu
Geraldine Norma Ballestrini
Bernard Hayck Bichakjian
Claire Elaine Bolduc
Brother Brendan Fitzgerald
Brother Daniel Benedict Gilroy
Brother Declan Kane
Kathleen Graham Bryce
Charles Byron
Richard Nelson Camper
Patricia Joan Clifford
Elizabeth Young Condon
Claudine Renee Coulanges
Edward Craig Couture
Frances Marie Cullinan
Olwen Davies
George Lord DeSchweinitz, Jr.
Paul Patrick Dugal
Alton Blinn Earle
June Knight Edwards
Judy Trent Ellis
Andrea Vivian Ferretti
Marie Consuelo Guerrero
Arthur J. Hebert, Jr.
Frances Gibbs Lamb
Norma Lee
Conrad Levesque
Denise Limouze
Roland Longtin
Joan Marie McCabe
Martha Malerba
Audrey Wouters Meader
Eileen Marie Mengali
Lloyd Albert Mountain
Peter Anthony Rosazza
Louise Eddy Rossmann
Regine Catherine Servet
Edwina Genevieve Severin
Lois Kathryn Shook
Frank Silberman
Sister Mary Celeste Boyle
Sister Marie de Lourdes
Sister Maria del Rey Cherry
Sister Marie Denise Kopp
Sister Mary Joel Zobro
Sister Patrice Hughes
Stanley George Thom
Marylou Ashline Travis
Jack Dale Troupe
Howard Jerry Weiss
James Esterly Yorgey

Graduate School of French in France—August 15, 1967

Kathleen Perry Anderson
Terry Gardner Avery
Elizabeth Payne Benjamin
Jane Mary Barrett
Jack Edward Bohman
Rosemary Jane Brown
Rodger Joseph Brunelle
Claire Olive Carpenter
Julie Beth Carpenter
Frances Mary Castilone
Martha Louise Chadwick
Judith Ann Chamberlin
Darlene Elisabeth Cooper
Monica Carole Dennis
Vivien Kathleen Despotopulos
George Macnamara Dix
Michele Dougherty
Arlene Marion Dubiel
Eileen Emily Epstein
Edward Fedak
Kathryn Ann Fletcher
Kathryn Anne Gallagher
Pamela Gartshore
Mary Louise Gautier
Linda Rae Good
Ruth Grossman
Regina Rose Gunthorpe
M. Penelope Gust
Mary Catherine Ham
Marion Vera Heacock
Hilde Lynn Herkstroeter
Mary Margaret Holland
Elizabeth Louise Johnston
George Eleftherios Kanganis
Lorna Kettaneh
Rosemarie Angela LaVilla
Diane Vivian Lewis
Marguerite Beth Lowe
Linda Mary Lundberg
Patricia Ann McGroder
John Charles McIntyre
William Henry Marshall
Enid Paul Mayberry
Barbara Lynne Micks
Les Robert Mintz
Dale Camille Muller
Oksanna Nahnybida
Margaret Grey Newman
Marie-Claire Antoinette Picher
Evelyn Wayland Pinkerton
Leslie Barbara Posner
Marc Richard Prensky
Joseph George Reish
Beverley Robinson
Gilda Carmen Sesti
Irene Samuel Shoa
Michael Boris Skapa
Diane Carol Smallen
Margaret Leigh Smith
Sandra Eve Steinglass
Jack Barron Studstill
Sheldon Braddock Sturges
Sylviane Apel Tschudin
Ana Maria Olga Urrutia
Marilyn Irene Vail
Thomas Raymond Vosteen
Sandra Jane Walters
Christopher Wearing
Genevieve Alcenta Wilson
Persis Abbot Woodman
Wendy A. Wright

German School—August 15, 1967

Karla Maria-Zech Berndt
Brother Berchmans
Jean Christenson Brown
Manfred Drews
Elizabeth Howard Echols
Charlotte L. Freeland
Judith Ellen Guptill
Mary Heinz
Ilse Hildebrandt
Siegfried Bruno Jucknies
Robert James Klem
Ingeborg Klemperer
Erika Lietz
Clare Dorothea McMahon
John Daniel Marr
Renate Mayes
Patricia Turley Nighswander
Peter Hugo Osterroth
John Pardo
Gertrud Johanna Peter
Frederick Alcott Pratt
Sister Maria Carmel Wirsching
Sister Marie Paula Holdman
Gottfried Stevahn
Beverly Heather Taff Watson
Andre John Worobec

Graduate School of German in Germany —August 15, 1967

Maria Schultis Abrams
Irina Azar
Barbara Ruth Bailey
Amelia Ida Bartz
Carolyn Ann Bauman
Gary Loyd Bevington
Mary Lou Bieri
Marcelle Lois Braunstein
Virginia Lee Brooks
Else Hildegard Busse
Jacqueline Anne Cady
William Phillips Clary, Jr.
Larry Lloyd Collins
Barbara Joy Maria Cons
Wayne Burton Culberson
Frederic Charles Curry
Reinhard Czeratzki
Annelie Lisbeth Dimmlich
Barbara Joan Drygulski
Susan Kay Edwards
John Jeffries Eells
Maxine L. Ehrenkonig
Regina Hadassah Eis
Nancy Porter Ferguson
Anne Judith Finch
Patricia Grier Gillespie
Janet Ruth Hamly
Jessica Bailey Henderson
Susanne Wusthoff Henkel
Beatrice Margaret Henselmann
Allen Edward Hye
Anna Katherina Kuhn
Jeanne Ann Kutscher
Doris Gail Leeney
Ruth Ann Lehman
James Francis Lynch
Richard Hale Olson
Catherine Ruth Polley
James Richard Feeley Francis Quirk
Carol Eileen Reed
Pamela Jane Rohrmann
Nancy Boettcher Rummel
Robert John Schiemann
Gertrude Schultz
Roberta Jean Tracy
Renata von Baeyer
Virginia Ruth Woods

Italian School—August 15, 1967

Nicholas Francis DiArenzo
Cynthia Munro Pyle
Matteo Rovetto

Graduate School of Italian in Italy— August 15, 1967

Deborah Martha Bliss
Katherine Coralee Burch
Fedora Louise Cozzi
John Mario DiNicola
Anne Madlyn Esposito
Susan Mary Gass
Judith Grossman
Leslie Dustin Hinz
Silvana Bastianutti Kukuljan
Josephine Lonero
Mary Theresa Matos
Lidia Domenica Maria Resteghini
Jeanne Robertson
Viena Louise Katainen Spinello
Gloria Viola Vaglio

Russian School—August 15, 1967

Katherine Stopbetzova Bible
Lee Melford Corrigan
Anna Globe
Walter Gabriel Holden
Stella Kuziniec
Bernardo Loeffke
Irina Karagodov McKay
Peter Shields Meckel
John Michael Mohan
Sophie Andrew Offenberg
Richard William Parendes
Olga Phares
Anna Basalska Samofal
Serafim Robert Shapley
Major E. Joe Shimek, II
Mary Swediuk
Emily Tall
Miriam Orelova Wilson

Spanish School—August 15, 1967

Rafael Angel Aguirre
Eleanor Fiske Bailey
Lloyd William Baulch
James Martin Bodine
Donald Richard Conway
Priscilla Nieves Cordero

William Delaney
Errol Bernard Dos Santos
James Joseph Doyle
Donald Joseph Edwards
Richard C. Esler, II
Nancy Jane Feller
Brenda Scott Franklin
Rosa Marie Fuoco
Edith Nell Goggins
Joanna Gregory
John Frederic Harps
Alfredo Crisanto Incera
Linwood Stanley Kemp
Dorothy Koruga
Jon Peter Littig
Margaret Florence Metzger
Mary Catherine Murphy
Joseph Allen Nissley
Alice Pardal
Joseph Paul Parham, Sr.
Louis Joseph Parlato
Carlos Jose Penalver
William Michael Price
Allen Edward Shinn
Sister Francis Xavier Holland
Sister Joseph Catherine Santos
Sister Mary Francis Mason
Sister Mary Raymond
Sister Mary Teresita Venegas
Anne D. Smith
Rosemary Anne Suarez
Martha Maxine Urioste
Ernier Vidal

Graduate School of Spanish in Spain—August 15, 1967

Joseph Alvin Agee
Connie Victoria Alarcon
Helen Armstrong
Karen Odell Austin
France-Marie Trepanier Ballantyne
Robert Slade Ballantyne
Ernesto Santiago Ballesteros
Carole Virginia Barcus
Ludmila Bratina
Rosario Vincent Cambria
Rilla Louise Carter
Pete Bonciani Cothran
Mary Adams Danos
Joan Lynn DeBakcsy
Bonnie Frances DuBato
Frances Eldred
Ellen Sue Engelson
Wilma Eileen Farina
Sharon Elizabeth Ferguson
Katherine Mae Fife
Patricia Jean Fisher
James Arlington Fraser
Francis Joseph Frattalone
Eugene John Friedlander
Nicholas Peter Georges
Edward Gerald Gingold
Candido Gonzalez
Louis Victor Hightower, III
Elaine Elizabeth Hoffler
Pamela Horowitz
Harriet Evelyn Hutchinson
Dorothy Jane Joba
Barbara Jean Kailing
Mary Catherine Kapp
Judith Marian King
George David Krall
Patricia Elizabeth Lewis
Stephanie Roberta Lutgring
Malcolm Kent MacDonald
Julie Bryce McFarland
Linda Ruth Machin
Frances Yvonne MacKenzie
Stella Christine McKnight
Maris Elizabeth Maier
Maria Maniaci
Helen Mitchell
Regina Anne Mongelli
Nancy Lynne Morse
Patricia Ann Novak
Bernice Maria Nuhfer
Brian John O'Dwyer
Shirlee Ann Owens
Harold John Pearson
Ruth Clara Pearson
Jane Coates-Cartwright Pepper
Oscar M. Perez
Laura Rosa Pfarr
Suzanne Louise Read
Nancy Ann Roberts
Leticia Romanacce
Helen Lenore Ryan
Joan Salassa
John Bernard Sampson
Robert Christopher Sanchez
Marcy Ann Scott

Serita G. Spadoni
Donald James Strange
Maria Toy
James Maude Warburton
Philena Bishop Werden
Lyman Gerard White, Jr.
Stanley Davis Woodworth
Gary Donald Wright
Barbara Combe Young
Helen Claire Zeo

DOCTOR OF MODERN LANGUAGES

French School—August 15, 1967

Sister Mary Rosenda Gill
Maria Demers

Italian School—August 15, 1967

Aldo Finco

Middlebury College

DEGREES IN COURSE

February 1, 1968

MASTER OF ARTS

Lucy Smith Allouchery (Mrs.), A.B. (*Trinity College*) *1964* — *Asnieres, France*
Honore Jac Ashcraft (Mrs.), B.S. (*Northern Illinois University*) *1963* — *Chicago, Ill.*
Patricia Blanchfield Foley, A.B. (*Newton College of the Sacred Heart*) *1966* — *Waban, Mass.*
Flora Diane Franconi, A.B. (*Mount Holyoke College*) *1966* — *Harveys Lake, Pa.*
Marilynn Sue Grollman, A.B. (*Douglass College*) *1966* — *Lakewood, N.J.*
James Lindsey Ivey, A.B., M.Ed., (*University of North Carolina*) *1954, 1955* — *Norwood, N. C.*
Roy Nelson Jacobs, A.B. (*Wayne State College*) *1962* — *Austin, Texas*
Judyth Louise Schaubhut, A.B. (*Mount Holyoke College*) *1965* — *Hingham, Mass.*
Douglas Ijams Smink, Jr., A.B. (*Washington and Lee University*) *1959*
M.A.T. (*Duke University*) *1961* — *South Byfield, Mass.*

BACHELOR OF ARTS

Edwin Michael Alexander — *Wilmette, Ill.*
Bruce Alan Beers — *Chatham, N. J.*
Jonathan Webster Coffin — *Needham, Mass.*
Mary Jane Cooper — *Tenafly, N. J.*
Steven Dudley Cornwell — *Traverse City, Mich.*
Richard Crosby Douglas — *Wilton, Conn.*
George Joseph Glacey — *Burlington, N. J.*
Peter Brooks Jackson — *St. Thomas, Virgin Islands*
Peter Harrow Lebenbaum — *Garden, City, N. Y.*
Nancy Alexander Mead — *Highland Park, Ill.*
David Andrew Nicholson — *Gladwyne, Pa.*
David Duncan Tura — *South Duxbury, Mass.*
Vera Margaret Ward — *Yankton, S. D.*
Peter Noble Weeks — *Scituate, Mass.*
David Ward Williams — *Oberlin, Ohio*

DEGREES CONFERRED WITH DISTINCTION

CUM LAUDE

Vera Margaret Ward

June 10, 1968

MASTER OF ARTS

Jan Timmerman Abbott (Mrs.), A.B. (*Middlebury College*) *1963* — *Essex Junction, Vt.*
Cynthia June Bethune, A.B. (*New York University*) *1963* — *Brooklyn, N. Y.*
Roger Anthony Castiglione, A.B. (*Columbia University*) *1958* — *Palisade, N. Y.*
Alfred Donat Duhamel, A.B. (*St. Mary's College*) *1955* — *Holliston, Mass.*
Willard John Eschenbrenner, B.S. (*Central Connecticut State College*) *1965* — *Plainville, Conn.*

Gene Ellen Harrison, A.B. (*North Texas State University*) *1965* — *Dallas, Texas*
Joan Chungchih Hu, A.B. (*University of California*) *1966* — *Oakland, Calif.*
Lisa Phillippe Loeb, A.B. (*Drew University*) *1966* — *Newton Center, Mass.*
Robert Curtis Parker, A.B. (*University of North Carolina*) *1961* — *Groton, Mass.*
Richard Sokolowski, A.B. *Equivalent in Poland and France* — *Potsdam, N. Y.*

MASTER OF SCIENCE

Edward Ronald Davis, B.S. (*Bates College*) *1965* — *Lakeville, Conn.*
Richard Dickran Krikorian, A.B., (*Boston University*) *1965* — *Middlebury, Vt.*
Henry Paul Stoebenau, Jr., A.B. (*LaSalle College*) *1966* — *Ambler, Pa.*
Charles Edwin White, B.S. (*Norwich University*) *1966* — *Gary, Ind.*

BACHELOR OF ARTS

Larry Alden Abbott
James Robert Addison
John Stewart Allen
Louis Conrad Ambrette, Jr.
Steven Mark Amster
Carol Susan Anderson
Patricia Jeanne Annett
Mehala Anne Arnot
Elizabeth Austin
Severance Babcock
Elizabeth Jane Bacon
Barbara Elizabeth Barrett
Walter Aloysius Becker
Roy Daniel Beebe
Dwight Elbert Bellows, Jr.
Ruth Phillips Benziger
Sidney Andrée Blanchet
Kenneth Morgan Blount, Jr.
Susan Ann Blume
Richard Allan Bornhurst
Michael James Boughton
Carol Suzanne Bowdish
Louise Spencer Bredehorn
Daniel Brown
Laurie Lizbeth Brown
Sally Ann Brown
Lawrence Hunt Bruce, Jr.
William Ray Brummett
Richard Leighton Brush
Paige Inman Bryan
Kathleen Ann Bugni
Clifford Nelson Buikema
Linda Jay Burley
Nancy Ann Cahill
Richard Joseph Callahan, Jr.
Stephen John Callahan
Cynthia Hickcox Camp
Ruthann Carman
Susan Lindley Caughman
Catherine Anne Salud Centeno
Lydia Penelope Clark
Steven Courtney Conn
Gloria Joy Crawley
Louise Anne Crowley
Sarah Katherine Crum
Daniel Francis Curry
Glenn Eldon Curtis
Candace Dame Cushman
Margaret Lane Dale
Sally Arlene Danz
Steven Bruce Darling
Charles Hines Daugherty
John Mathieson Davidson, Jr.
Robert Lowell Dietz
Christopher Francis D'Elia
Sheila Emilie Deming
George Arthur Devine
Christopher Shaun Diamond
Richmond Durgin Dickerson
Gregory Thomas Dickinson
Jean Dithmar
Magna Leffler Dodge (Mrs.)
Michael Kenny Donovan
Michael Henry Dooley
Ann Staunton Draper
Robert Emmett Driscoll, Jr.
Dwight Whitmore Dunning
Jeffrey David Dworkin
Sally Jane Eastman
Bennett Montgomery Edson
Carolyn Doris Edwards
Roger Thad Egan
Xavieria Katherine Eichholtz
Arthur Benoit Eklof
Barbara Ann Ellison
Janis Brown Ells
David Allen Emerson
Barbara Gail Ensminger

Robert Donald Epstein
Barbara Ruth Faelten
Rhoda Marie Farr
Paul S. Fava
Susan Darnell Fava (Mrs.)
Russell Miller Fellows, II
Thomas Cooper Fisher
Rebecca Fitts
Terence Francis Flahive
Robert Sutton Flaws
Claudette Nicole Fourchtein
Robert Jeffrey Frank
Frances Karen Bell Fredericks
Robert Irwin Friedman
Frederick Miles Fritz
Kennedy Francis Furey
Susan Marie Gallagher
Sharon Jane Galligan
Philip Merritt Giuntini
Nordis Annette Glasoe
Jonathan Dexter Glidden
Edward Martin Goldberg
Gerry Elbridge Goodrich
Kvetoslava Maria Gora
William Benjamin Graham
William Earl Graper
Julia Ellen Gratiot
Linda Tobin Gray
Bentley Crowther Gregg
Roberta Elizabeth Hamblen
Stuart Phipps Hamilton
Reed Loomis Harman
Janet Joyce Harris
Gary Eugene Hartman
Susan Elizabeth Hastings
Lynn Long Henry (Mrs.)
Carl Jeffrey Herre
Curtiss Bronson Hickcox, Jr.
Ronald Wesley Hoag
Allen Clair Hoffacker
Elliot Russell Hoffman
Charles Kostya Honsberger
Richard Allen Horovitz
Robert Kistler Hower
David Noris Hubbard
Mary Elizabeth Hubbard
Peter Jeffrey Hull
Gail Lee Hyde
Barbara Alice James
James George Jardine
Philip Hamilton Johnson
Shelley Elizabeth Johnson
Richard Scott Joslin
Peter Colin Jurmain
Cleveland Paul Kapala
Robert Andrew Kelman
George Duncan Kendall
Herbert Rawlett Kent, Jr.
Douglas Walter Kilts
Renate Anna Kind
John Kenelm David Kirby
Peter Fordyce Kirkpatrick
Peter Stephen Knobler
Stephen Newbury Krichels
Cynthia Susan Krieble
Paul John Kruesi, III
Stephanie Robin Laird
Peter Anthony Laudati, III
Susan Jean Lauf
Alison Smith Lauriat (Mrs.)
Peter McLean Lauriat
Jeannine Kay Laverty
Rita Dale Lavin
Paul Vincent Leary
Richard Mark Lebeaux
Samuel Eldridge Levin
Stephen Maurice Limon
Alan Bruce Lindsey
Kathy Mason Lindsey (Mrs.)
Marcia Ellen Lipsett
John Michael Lyman
Linda MacArthur
Michèle Carver MacKellar
Sheila Janet MacLean
Barney Maier
Merrily Manchester
Linda Suzanne Mason
Ann Giles Masotti
Elizabeth Edna Maxham
Keith Ann McCausland
William Alexander McCollom
Betsy McElvein
Gale Anne McFedries
Martha Lynn McGill
Philip Robert McLoughlin
Richard Frederick McMahon
Suzanne Alice McMahon
Donna Lee McNeil
Mary Louise Meyer
Dorothy Ann Miller
Asheleigh Edward Moorhouse, Jr.
William Sentenne Morse
John Michael Morton
Helen Winsor Mountain
George Gay Mowry
Ransdell Mulligan

Robert McLean Mygatt
Stephanie Sue Neal
William Harry Newcomb
Cheryl Frances Nissan
Karen Wise Olander (Mrs.)
Wendy Linde Olinder
Guy Williamson Oliver, III
John James O'Malley, Jr.
Stephen Arthur Orndorf
Sara Anna Osborne
Peter Crozer Page
Charles Rogers Park
Barry Edward Parker
Joseph Martin Patute
Isabel Cushing Perkins
Leslie Anne Peterson
Robert Webster Phelps
Ann Arline Philips
Edwin Andrews Potter, Jr.
Robin Lindsey Pratt
Lawrence Edward Raab
Michael Jeffrey Rabinowitz
Michael Dennis Reagan
Robert Whitman Reed
Mary Ann Riggie
Robert Jeffrey Riotte
Edward Raymond Robinson, Jr.
Perry Douglas Roehm
Robert Alton Rostand
Susan Jo Roush
David Charles Ruberg
Glenn Julian Rubin
Jeffrey Warren Russell
Robert Winsor Ryder
Robert Jerome Sagor
Stephen Jonathan Salley
William Henry Salzillo, Jr.
John Winslow Sawyer
Donna Kathleen Scripture
Mary Lee Seeman
David Arthur Severance
Bruce Berner Shafiroff
Barbara Beatrice Shean
North Arthur Shetter
Charlotte Elaine Sibley
Marilyn Frances Simon
Greenfield Sluder
David Kingsbury Smith, Jr.
Jeremy Lawrence Smith
Kenneth Wayne Smith
Robert Jerrold Smith
Sharon Lynn Smith
Charles F. Spalding, Jr.
Mildred Spillane
Jane Victoria Standard
Charles Churchill Starr, II
Roger Alexis William Stephens
Charles Francis Sullivan
David Preston Symonds
Stephen Peter Syriala
Joan Margaret Tasker
Katherine Gail Tepperman
James Thomas Trombetta
Carolyn Grace Toloczko
James MacDonald Valby
Karen Sue VanHooft
David Earl Vanier
Susan Walker
Joan Waltermire
William Stewart Warren
John Newbold Watt, Jr.
Robert Glen Wehrwein
David Nelson Weinstein
Robert Charles Weiser
Clifford William Whall, Jr.
Elliot Goodwin Wheelwright
Margery Bassett White (Mrs.)
Edward Wilson Whittier
Bonney Whittington
Carol Jean Wikstrand
Clark Benjamin Wiley
Thomas Williamson Winstead, Jr.
Nancy Lynne Wolfe
Frank Pierce Wolff, Jr.
Paige Wolgamot
Joseph Sutherland Wood
Louise Marie Wright
Barbara Ann Zuck

Bachelor of Arts, having completed the requirements for the degree of Doctor of Dental Medicine from Harvard School of Dental Medicine, under the Combined Professional School Plan:

Steven Malcolm Roser — *Boston, Mass.*

Bachelor of Arts, having received the degree of Bachelor of Architecture from The Cooper Union, under the Combined Professional School Plan:

Carl Joseph Stein — *New York, N. Y.*

June 10, 1968

DEGREES CONFERRED WITH DISTINCTION

Summa Cum Laude

Richard Mark Lebeaux

Magna cum Laude

Elizabeth Austin
Karen Sue VanHooft
Joan Waltermire

Cum Laude

Daniel Brown
Kathleen Ann Bugni
Ruthann Carman
Susan Lindley Caughman
Glenn Eldon Curtis
Margaret Lane Dale
Sally Arlene Danz
Robert Lowell Deitz
Sheila Emilie Deming
Sally Jane Eastman
Arthur Benoit Eklof
Barbara Ruth Faelten
Claudette Nicole Fourchtein
Kennedy Francis Furey
Julia Ellen Gratiot
Richard Allen Horovitz
Douglas Walter Kilts
Stephanie Robin Laird
Susan Jean Lauf
Jeannine Kay Laverty
Martha Lynn McGill
Cheryl Frances Nissan
Ann Arline Philips
Lawrence Edward Raab
Mary Ann Riggie
David Charles Ruberg
Charlotte Elaine Sibley
Joan Margaret Tasker
James Thomas Trombetta
William Stewart Warren

Department Honors

American Literature—*High Honors:* Bennett Montgomery Edson

American Literature—*Honors:* Ann Staunton Draper

Biology—*High Honors:* Katherine Gail Tepperman
Carol Jean Wikstrand

Biology—*Honors:* Barbara Gail Ensminger

Chemistry—*Honors:* Sheila Janet MacLean

Economics—*High Honors:* Cynthia Hickcox Camp
Thomas Cooper Fisher

ECONOMICS—*Honors:* Ruthann Carman
Peter McLean Lauriat

ENGLISH—*Highest Honors:* Lawrence Edward Raab

ENGLISH—*High Honors:* Robert Lowell Deitz
Kennedy Francis Furey
Herbert Rawlett Kent, Jr.
Stephanie Robin Laird
James Thomas Trombetta

ENGLISH—*Honors:* Perry Douglas Roehm

FRENCH—*Honors:* Charlotte Elaine Sibley

HISTORY—*Highest Honors:* Arthur Benoit Eklof

HISTORY—*High Honors:* Mehala Anne Arnot
Kathleen Ann Bugni
Susan Lindley Caughman
Margaret Lane Dale
Richard Allen Horovitz
Martha Lynn McGill

HISTORY—*Honors:* Elizabeth Jane Bacon
Susan Ann Blume
Sheila Emilie Deming
Barbara Ann Ellison
Sharon Jane Galligan
John Kenelm David Kirby
Roger Alexis William Stephens
Susan Walker
David Nelson Weinstein
Clark Benjamin Wiley
Frank Pierce Wolff, Jr.

POLITICAL SCIENCE—*Honors:* Gerry Elbridge Goodrich
Philip Robert McLoughlin

PSYCHOLOGY—*High Honors:* Sally Ann Brown
Mary Ann Riggie

RUSSIAN—*Highest Honors:* Ann Arline Philips

Appointments to PHI BETA KAPPA

Elizabeth Austin
Kathleen Ann Bugni
Robert Lowell Deitz
Sheila Emilie Deming
Arthur Benoit Eklof
Barbara Ruth Faelten
Kennedy Francis Furey
Douglas Walter Kilts
Susan Jean Lauf
Richard Mark Lebeaux
Martha Lynn McGill
Lawrence Edward Raab
Mary Ann Riggie
Joan Margaret Tasker
James Thomas Trombetta
Karen Sue VanHooft
Joan Waltermire

COMMENCEMENT HONORS

(*For students who have graduated since June 1967*)

Men

VALEDICTORY HONORS—Richard Mark Lebeaux

SALUTATORY HONORS—Lawrence Edward Raab

Women

VALEDICTORY HONORS—Elizabeth Austin

SALUTATORY HONORS—Joan Waltermire

UNITED STATES ARMY COMMISSIONS

Second Lieutenants, United States Army Reserve

Steven Mark Amster, Military Security
Roy Daniel Beebe, Signal Corps
*Kenneth Morgan Blount, Jr., Armor
Lawrence Hunt Bruce, Jr., Quartermaster Corps
William Ray Brummett, Artillery
Clifford Nelson Buikema, Engineers Corps
* **Stephen John Callahan, Adjutant Generals Corps
**Glenn Eldon Curtis, Adjutant Generals Corps
*Steven Bruce Darling, Adjutant Generals Corps
Charles Hines Daugherty, Armor
John Mathieson Davidson, Jr., Armor
**Christopher Francis D'Elia, Military Security
Christopher Shaun Diamond, Signal Corps
Richmond Durgin Dickerson, Armor
**Dwight Whitmore Dunning, Engineers Corps
Bennett Montgomery Edson, Signal Corps

Roger Thad Egan, Quartermaster Corps
**Thomas Cooper Fisher, Signal Corps
Terence Francis Flahive, Armor
*Frederick Miles Fritz, Adjutant Generals Corps
Philip Merritt Giuntini, Adjutant Generals Corps
Jonathan Dexter Glidden, Armor
Bentley Crowther Gregg, Armor
Gary Eugene Hartman, Signal Corps
Carl Jeffrey Herre Armor
Curtiss Bronson Hickcox, Jr., Armor
Philip Hamilton Johnson, Armor
Peter Colin Jurmain, Engineers Corps
Cleveland Paul Kapala, Armor
John Kenelm David Kirby, Military Intelligence
**Peter Fordyce Kirkpatrick, Engineers Corps
Samuel Eldridge Levin, Signal Corps
**William Sentenne Morse, Armor
* **John Michael Morton, Infantry
**Ransdell Mulligan, Military Intelligence
*Robert McLean Mygatt, Engineers Corps
William Harry Newcomb, Military Intelligence
Guy Williamson Oliver, III, Engineer Corps
John James O'Malley, Armor
**Stephen Arthur Orndorf, Military Intelligence
Charles Rogers Park, Military Security
Robert Webster Phelps, Military Intelligence
Edwin Andrews Potter, Jr., Signal Corps
Michael Jeffrey Rabinowitz, Armor
Glenn Julian Rubin, Signal Corps
*Jeffrey Warren Russell, Military Security
North Arthur Shetter, Military Security
Greenfield Sluder, Chemical Corps
**Jeremy Lawrence Smith, Infantry
Charles Francis Sullivan, Adjutant Generals Corps
**Stephen Peter Syriala, Signal Corps
James Thomas Trombetta, Military Intelligence
David Earl Vanier, Armor
Robert Glen Wehrwein, Signal Corps
Clifford William Whall, Jr., Military Intelligence
Elliot Goodwin Wheelwright, Military Intelligence
Thomas Williamson Winstead, Jr., Artillery
Frank Pierce Wolff, Jr., Armor
Joseph Sutherland Wood, Engineers Corps

**Distinguished Military Graduates*
***Receive Commission upon completion of ROTC Summer Camp*

Corporation Committees

(The first person listed is the Chairman)

Prudential

L. Douglas Meredith*, President James I. Armstrong*, Stewart Ross, Elbert C. Cole, Robert D. Proctor, Paris Fletcher, Arnold R. LaForce, William S. Youngman, Fred P. Lang, Leon S. Gay (Emeritus), Egbert C. Hadley (Emeritus)

Finance

Carleton H. Simmons, Arnold R. LaForce, L. Douglas Meredith, Raymond J. Saulnier, William S. Youngman, Fred P. Lang, Horace S. Ford (Emeritus)

Auditing

Paris Fletcher, John Kruesi, Frederick W. Lapham, Jr., Horace S. Ford (Emeritus)

Summer Schools

L. Douglas Meredith, Mrs. J. Howard Howson, Foster R. Clement, Jr., Marian G. Cruikshank, Elbert C. Cole, Raymond A. Ablondi

Instruction

Elbert C. Cole, L. Douglas Meredith, Carleton H. Simmons, Mrs. J. Howard Howson, Raymond J. Saulnier

Buildings and Grounds

L. Douglas Meredith, Robert D. Proctor, Foster R. Clement, Jr., Alexander Hamilton Fulton (Alternate), President James I. Armstrong*, Carroll Rikert, Jr.*, Leon S. Gay (Emeritus)

Battell Forest and Park

Stewart Ross, John Kruesi, Alexander Hamilton Fulton, Raymond A. Ablondi, Walter H. Cleary (Emeritus)

Law

Paris Fletcher, William S. Youngman, Adrian C. Leiby, Walter H. Cleary (Emeritus)

Budget

L. Douglas Meredith*, President James I. Armstrong*, Carroll Rikert, Jr.*, Paris Fletcher, Arnold R. LaForce, Fred P. Lang

Honorary Degrees

Raymond J. Saulnier, Joseph P. Kasper, Carleton H. Simmons, William S. Youngman, Mrs. Joseph K. Milliken (Emerita)

New Trustees

Carleton H. Simmons, Arnold R. LaForce, Stewart Ross, L. Douglas Meredith, Fred P. Lang

Scholarships and Student Loans

Joseph P. Kasper, Raymond J. Saulnier, Foster R. Clement, Jr., Chester H. Clemens, Raymond A. Ablondi

Conference

Elbert C. Cole, Mrs. J. Howard Howson, Joseph P. Kasper, Robert D. Proctor, Chester H. Clemens

Athletics

Stewart Ross, Joseph P. Kasper, Carleton H. Simmons, John Kruesi, Frederick W. Lapham, Jr., Fred P. Lang (Alternate)

Porter Hospital

Stewart Ross, Elbert C. Cole, Marian G. Cruikshank, Frederick W. Lapham, Jr., President James I. Armstrong*, Carroll Rikert, Jr.*, Walter E. Brooker*

Committees

L. Douglas Meredith*, President James I. Armstrong*, Fred P. Lang, Paris Fletcher

Library and Abernethy Collection and Flanders Ballad Collection

Mrs. J. Howard Howson, Adrian C. Leiby, Alexander Hamilton Fulton, Chester H. Clemens, Marian G. Cruikshank

Walker Furlough and Emergency Fund

President James I. Armstrong*, Carroll Rikert, Jr.*, Paul M. Cubeta†

*Ex-officio †Member of the Faculty

Academic Administration and Staff

(*Calendar year indicates first date of appointment*)

JAMES ISBELL ARMSTRONG, PH.D., LL.D., L.H.D., LITT.D.
President (1963) — 3 South Street

WALTER ERIC BROOKER, A.B.
Vice President and Director of the Development Program (1956) — South Main Street

PAUL M. CUBETA, PH.D.
Dean of the Faculty (1967) — 39 Seminary Street

GEORGE DENNIS O'BRIEN, PH.D.
Dean of the College (1967) — R.D. 3, Middlebury

STEPHEN ALBERT FREEMAN, PH.D., LL.D., L.H.D., LITT.D.
Director of the Language Schools (1946)
Vice President Emeritus (1943) — 24 South Street

MRS. ELIZABETH BAKER KELLY, A.B.
Dean of Women (1946) — 5 College Street

BRUCE B. PETERSON, PH.D.
Dean of Men (1967) — 40 South Street

MRS. ERICA B. WONNACOTT, A.B., M.A.
Assistant Dean of Women (1968) — 33 Weybridge St.

FRED F. NEUBERGER, A.B.
Director of Admissions (1955) — Gorham Lane

EDWARD SOMMERS, A.B.
Assistant Director of Admissions (1963) — R.D. 2, Middlebury

FRANCES RODGERS HALL, A.B.
Assistant Director of Admissions (1964) — 1 Chipman Heights

CAROLYN ESTABROOK, A.B. Assistant to the Director of Admissions	Chipman Heights
JAMES CAREY, JR., A.B. Assistant to the Director of Admissions	R.D. 3, Middlebury
MARION ELIZABETH HOLMES, A.B. Registrar (1937)	54 High Street
MRS. FLORA MITCHELL BARTON Assistant Registrar (1968)	Pittsfield
LYNN W. HINMAN, A.B. Coordinator of Student Activities (1960)	R.D. 3, Middlebury
GORDON CONDIT PERINE, A.B. Director of Alumni Relations and Placement (1951)	22 South Street
MRS. JANET DEAKINS DIAZ, A.B. Assistant Director of Alumni Relations (1965)	R.D. 3, Middlebury
CHARLES D. BRAKELEY, A.B. Assistant Director of Development (1964–67) Director of Financial Aid (1967)	5 South Street
GREGOR HILEMAN, A.B., B.D. Assistant Director of Development (1967) Editor, News Letter (1968)	R.D. 1, Middlebury
PATRICIA J. HOKANSON, A.B. Executive Secretary to the President (1963)	3 College Street
BARBARA ANNA WELLS, A.B., M.A. Secretary of the College (1968)	R.D. 3, Middlebury
GEORGE F. PARTON, JR., M.D. Medical Director (1967)	R.D. 1, Middlebury
WILTON WARNER COVEY, A.B., M.D. Psychiatric Consultant (1966)	Cornwal
MRS. ELIZABETH BRISTOL, R.N. Head College Nurse (1958)	Infirmary
GEORGE HAMBRE HUBAN, B.S. Editor, *News Letter* (1946–68) Editor, Publications (1940)	Washington Street Extension
HORACE PALMER BECK, PH.D. Director of the Flanders Ballad Collection (1956)	Ripton
MRS. BARBARA FILAN Secretary of the Language Schools (1956)	55 Seminary Street
MAX P. PETERSEN, A.B. Editor, Information Service (1962)	50 Shannon Street
ROBERT H. STEEVES, B.S. IN ED. Chief of Security (1960)	R.D. 3, Middlebury

The Library Staff

JOHN R. MCKENNA, A.B., B.L.S. Librarian (1964)	6 Chipman Park
RICHARD SERENA, B.S., M.S. Assistant Librarian (1965)	12 Weybridge Street
LOCKWOOD MERRIMAN, A.B., M.A. College Archivist (1965)	12 Hillcrest Road
E. ANNE EBERLE, B.A., M.L.S. Head Cataloger (1965)	6 Benedict Lane
LILA E. WILLIAMS, A.B., M.L.S. Assistant Cataloger (1967)	Battell Block 17
HELEN M. DAVIS, A.B. Assistant Reference Librarian (1961)	Ripton
RALPH W. FRANKLIN, PH.D. Curator of the Abernethy Library (1968)	Middlebury

Business Administration and Staff

CARROLL RIKERT, JR., A.B., M.B.A., C.P.A. Treasurer (1952)	7 Green Mountain Place
JAMES D. ROSS, M.B.A. Business Manager (1956)	Cornwall
LUTHER VAN UMMERSEN, A.B., C.P.A. Comptroller (1965)	104 South Main Street
J. WILBER SMITH Assistant Comptroller (1926)	Cornwall
NORMAN D. HADLEY, A.B. Assistant Comptroller (1965)	112 South Main Street
RICHMOND G. LITTLEFIELD, B.S., M.B.A., C.P.A. Assistant Comptroller (1967)	8 Chipman Park
THOMAS A. LAFOUNTAIN Assistant Cashier (1966)	Middlebury
ROBERT S. HUTTENLOCK Accountant (1967)	Middlebury
MRS. RUTH E. LEONARD Secretary to the Treasurer (1957)	33 Gorham Lane

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HARVEY N. DRINKWINE Plant Engineer (1956)	Salisbury
GEORGE A. WISHART Purchasing Agent (1965)	South Street Ext.

RALPH O. MYHRE
Golf Course and Snow Bowl Manager (1951) — 18 Gorham Lane

HENRY P. CLOOK
Superintendent of Maintenance and Operations (1965) — Brandon

ROBERT D. LINCOLN
Assistant to the Superintendent of Maintenance and Grounds (1967) — Middlebury

GORDON C. HOLDEN
Grounds Foreman (1965) — Wallingford

GEORGE E. HAMMOND
College Printer (1954) — Bristol

GORDON B. BRIDGES, JR.
Director of Dining Halls and Dormitory Operations (1955) — 7 Gorham Lane

CARL PEABODY, B.S.
College Store Manager (1962) — East Middlebury

JOSEPH C. DORIA
Assistant to Director of Dining Halls (1965) — South Street Ext.

GEORGE J. COMMINS
Supervisor of Custodial Personnel (1963) — 63 Court Street

LOIS G. THORPE, B.S.
Dietitian (1950) — Economics House

BRUCE H. YOUNG
Assistant Manager, College Store (1965) — R.D. 1, Middlebury

The Coaching Staff

WALTER J. NELSON, B.S.
Director of Intercollegiate Athletics, varsity football coach, varsity and freshman golf coach (1932)

ERKKI W. MACKEY, B.S.
Assistant varsity football coach, freshman hockey coach, varsity track coach (1956)

JOSEPH J. MORRONE, JR., B.S., ED.M.
Varsity soccer coach, freshman basketball coach, varsity lacrosse coach (1959)

WENDELL F. FORBES, A.B.
Assistant varsity football coach, varsity hockey coach, varsity baseball coach (1962)

JAMES G. ALAIMO, A.B.
Freshman soccer coach, varsity basketball coach, freshman lacrosse coach (1964)

JOHN F. BOWER, A.B., M.ED.
Varsity cross country coach, varsity and freshman ski coach, assistant track coach (1968)

RICHARD W. WATERMAN
Athletic Trainer (1956)

Faculty

JAMES ISBELL ARMSTRONG, A.B., PH.D. AND LL.D., PRINCETON; L.H.D., BATES; LITT.D., GRINNELL
President, and Professor of Classics (1963) — 3 South Street

PAUL MARSDEN CUBETA, A.B., WILLIAMS; PH.D., YALE
Dean of the Faculty (1967)
Professor of English (1952)
Director of the Bread Loaf School of English (1964) — 39 Seminary Street

J. GERALD ALAIMO, A.B., BROWN
Assistant Professor of Physical Education for Men (1964) — Stewart Hall

HUGO RAFAEL ALBOR, DIPL. METODELOGFA DE LA ENSENANZA, INSTITUTE CARO Y CUERVO, BOGOTA; M.A., UNIVERSITY OF IOWA
Instructor in Spanish (1968)

DAVID H. ANDREWS, A.B., OHIO WESLEYAN; M.A., PH.D., CORNELL
Associate Professor of Anthropology (1968) — 35 South Street

JOHN THAYER ANDREWS, A.B., AMHERST; M.A., HARVARD
Professor of Philosophy (1936) — 57 South Street

VIVIE G. BABB (MISS), LICENSE DE LETTRES MODERNES, DIPLOME D'ETUDES SUPERIEURES DE LETTRES MODERNES
Instructor in French and Assistant
Directress of the Chateau (1968) — Le Chateau

GEORGE W. BAHLKE, A.B., UNIVERSITY OF CHICAGO AND SWARTHMORE; M.A., UNIVERSITY OF CHICAGO; PH.D., YALE
Assistant Professor of English (1961) — R.D. 2, Middlebury

ROBERT L. BAKER, A.B., COLORADO; M.A. AND PH.D., MICHIGAN
Associate Professor of Russian (1967)
Director of the Russian Summer School (1967) — R.D. 3, Middlebury

BREWSTER BALDWIN, A.B., WILLIAMS; M.A., PH.D., COLUMBIA
Associate Professor of Geology (1958) — R. D. 1, Middlebury

DONALD HENRY BALLOU, A.B., YALE; PH.D., HARVARD
Beman Professor of Mathematics (1942)
Old Dominion Professor (1968–69) — 27 Weybridge Street

DAN M. BECHTER, B.S., IOWA STATE; M.A., YALE
Assistant Professor of Economics (1965) — 81 Weybridge Street

HORACE P. BECK, A.B. AND PH.D., UNIVERSITY OF PENNSYLVANIA
Associate Professor of American Literature (1956) — P. O. Box 442, Middlebury

RONALD R. BIELLI, B.S. AND M.A., UNIVERSITY OF VERMONT
Associate Professor of Mathematics (1956) — 8 Hillcrest Road

LESLIE COLE BIGELOW, A.B. AND PH.D., HARVARD
Associate Professor of Philosophy (1952) — 15 Chipman Heights
On leave 1968-69

CLAUDE L. BOURCIER, AGRÉGÉ DE L'UNIVERSITÉ, PARIS
Alumni Professor of French (1937)
Dean of the French Summer School (1947) — 11 Adirondack View

JOHN F. BOWER, A.B., MIDDLEBURY
Instructor in Physical Education for Men (1968) — R.D. 1, Middlebury

DAVID A. BUMBECK, B.F.A., RHODE ISLAND SCHOOL OF DESIGN; M.F.A., SYRACUSE
Instructor in Fine Arts (1968) — 18 College Street

FREDERICK C. CABOT, A.B. AND PH.D., HARVARD
Assistant Professor of English (1966)
Assistant Director of the Bread Loaf School of English (1967) — 32 Gorham Lane

FÉLIX CARRASCO, LICENCIADO EN F. Y. LETRAS, UNIVERSITY OF MADRID
Assistant Professor of Spanish (1968)

R. BRUCE CARROLL, A.B., UNIVERSITY OF VERMONT; M.A., WAYNE STATE; PH.D., UNIVERSITY OF CHICAGO
Associate Professor of Political Science (1965) — 6 Hillcrest Road

PHILIP W. CARRUTH, A.B., HAMILTON; M.A., SYRACUSE; PH.D., UNIVERSITY OF ILLINOIS
Professor of Mathematics (1966) — 1 Adirondack View

ALAN CARTER, MUS. D., UNIVERSITY OF VERMONT
Professor of Music (1939) — 36 Seminary Street

SALVATORE J. CASTIGLIONE, A.B. AND PH.D., YALE
Jean Thomson Fulton Professor of Italian (1966)
Director of the Italian Summer School (1947) — R.D. 2, Middlebury

WILLIAM B. CATTON, A.B., M.A., UNIVERSITY OF MARYLAND; PH.D., NORTHWESTERN
Professor of History (1964)
Old Dominion Professor (1968–69) — R.D. 3, Washington Street Ext.
On leave 1968–69

CATHERINE CENTENO (MRS.), B.S. AND M.A., MIDDLEBURY
Lecturer in Spanish (1949)
Director of the Graduate School of Spanish, Madrid (1968–69) — 105 South Main Street

SAMUEL D. CIORAN, A.B., MCMASTER; M.A., INDIANA UNIVERSITY
Instructor in Russian (1968) — 7 Weybridge Street Apt. 1

JOHN H. CLAGETT, B.S., U. S. NAVAL ACADEMY; PH.D., YALE
Associate Professor of English (1955) — Locust Lane

NICHOLAS R. CLIFFORD, A.B., PRINCETON; M.A. AND PH.D., HARVARD
Associate Professor of History (1966) — R.D. 2, Middlebury

PETER J. CONEY, A.B., COLBY; M.S, UNIVERSITY OF MAINE; INGÉNIEUR, ÉCOLE NATIONALE SUPÉRIEURE DU PETROLE; PH.D., UNIVERSITY OF NEW MEXICO
Assistant Professor of Geology (1964) — 38 College Street

REGINALD L. COOK, A.B., M.A., LITT.D., MIDDLEBURY; A.B., OXFORD
Charles A. Dana Professor of American Literature (1929) — Pulp Mill Bridge Road

JOHN V. CRAVEN, A.B., BOWDOIN; M.A., UNIVERSITY OF COLORADO; PH.D., SYRACUSE
Associate Professor of Economics (1956) — Gorham Lane

DAVID E. CROWLEY, A.B., MIDDLEBURY; M.A., UNIVERSITY OF VERMONT; PH.D., PRINCETON
Assistant Professor of Psychology (1966) — 45 South Street

*HELENE CROWLEY (MRS.), A.B., HUNTER
*Part-time Lecturer in History (1968) — 45 South Street

E. STUART DALRYMPLE, JR., A.B., MANHATTAN COLLEGE; M.PHIL., YALE
Instructor in Philosophy (1968) — 46 Shannon St.

DALE DELETIS, A.B., CATHOLIC UNIVERSITY; M.A., STANFORD
Instructor in English (1967) — Starr Hall

JACQUELYNE L. DORMAN (MISS), B.S., DOUGLASS
Instructor in Physical Education for Women (1968) — R.D. 3, College Farm Road

MURRAY P. DRY, A.B., M.A., UNIVERSITY OF CHICAGO
Instructor in Political Science (1968) — 2 Adirondack View

MICHELE JULIETTE EDELSTEIN (MISS), A.B., SWEET BRIAR; M.A., MIDDLEBURY
Instructor in French and Directress of the Château (1966) — Le Chateau

ALBERT HUNTER EWELL, JR., A.B., HAVERFORD; PH.D., NEW YORK UNIVERSITY
Professor of Psychology (1952) — 28 Weybridge Street

EMORY M. FANNING, B.M., OBERLIN; M.M., ILLINOIS; MUS. A.D., BOSTON UNIVERSITY
Assistant Professor of Music (1967) — Cornwall

WENDELL F. FORBES, A.B., MIDDLEBURY
Assistant Professor of Physical Education for Men (1962) — R.D. 3, Halladay Road

WILLIAM A. FREGOSI, B.F.A., BOSTON UNIVERSITY; M.F.A., BRANDEIS
Instructor in Drama and Acting Designer for the Theatre (1968) — 77 Main Street, Apt. 2

JOHN S. FREIDIN, A.B., COLUMBIA; M.A., YALE
Director of Teacher Education and Instructor in History (1968) — R.D. 2, Bristol

ROBERT WILLARD GLEASON, A.B., MIDDLEBURY; PH.D., M.I.T.
Associate Professor of Chemistry (1960) — 31 Weybridge Street

MADELON S. GOHLKE (MRS.), A.B., BRYN MAWR; M.A., YALE
Instructor in English (1968) — 116 South Main Street

ROBERT K. GOULD, B.S., UNIVERSITY OF MAINE; M.S., PH.D., BROWN
Associate Professor of Physics (1968) — 118 South Main Street

MICHAEL S. GREENWOOD, A.B., BROWN; M.F., M.S., YALE
Instructor in Biology (1968) — 43½ South Street

FAITH GULICK (MISS), A.B., CONNECTICUT; M.A., MILLS
Assistant Professor of Physical Education (1967) — 3 College Street

RUDOLF K. HAERLE, JR., A.B., DARTMOUTH; M.A. AND PH.D., UNIVERSITY OF CHICAGO
Associate Professor of Sociology (1962–66, 1967) — 41 Gorham Lane

*Part-time

GRANT H. HARNEST, A.B., KNOX; PH.D., UNIVERSITY OF VIRGINIA
John G. McCullough Professor of Chemistry (1943) — 125 South Main Street
Old Dominion Professor (1968–69)

WILLIAM HARRIS, A.B. AND PH.D., HARVARD
Associate Professor of Classics (1956) — R.D. 1, Seymour Street

LT. COL. JAMES C. HEFTI, A.B., ST. LAWRENCE
Professor of Military Science (1968) — 37 Chipman Park

URSULA MARGARETE HEIBGES (MISS), A.B., CATHOLIC UNIVERSITY OF AMERICA; M.A., COLUMBIA; PH.D., BRYN MAWR
Assistant Professor of Classics (1961) — 10½ Weybridge Street

THOMAS H. HIBBARD, A.B., POMONA; PH.D., CLAREMONT
Assistant Professor of Economics (1966) — 43 South Street

ROBERT WEBBER HILL, JR., A.B., M.A., PH.D., HARVARD
Assistant Professor of English (1966) — 135 South Main Street

CHARLES LEONARD HOAG, A.B., ALBION; M.A., MICHIGAN; PH.D., CLARK
Alumni Professor of Political Science (1947) — 89 Weybridge Street

PHILIP K. HOOPER, A.B., HAMILTON; M.A. AND PH.D., HARVARD
Assistant Professor of Mathematics (1966) — 3A College Street

THOMAS HUBER, M.A., UNIVERSITY OF VERMONT; M.A. AND PH.D., PRINCETON
Assistant Professor of German (1966) — 85 Weybridge Street

WALTER M. HURLEY, JR., A.B., BERKELEY; M.A., CORNELL
Instructor in German (1967) — R.D. 1, Middlebury

J. ROWLAND ILLICK, A.B., SYRACUSE; PH.D., HARVARD
Professor of Geography (1946) — 16 Springside Road

TRAVIS BEAL JACOBS, A.B., PRINCETON; M.A., COLUMBIA
Instructor in History (1965) — 3A College Street

HOWARD MUMFORD JONES, A.B., LITT.D., UNIVERSITY OF WISCONSIN; M.A., UNIVERSITY OF CHICAGO; LITT.D., HARVARD, UNIVERSITY OF COLORADO, WESTERN RESERVE, CLARK; L.H.D., TULANE, OHIO STATE, HEBREW UNION, NORTHWESTERN, CLARKSON; LL.D., COLBY, UNIVERSITY OF UTAH
Visiting Professor of American Literature and History (Fall 1968) — 15 Chipman Heights

ELIZABETH B. KELLY (MRS.), A.B., MOUNT HOLYOKE
Dean of Women (1946) — 5 College Street

JOHN J. KELLY, A.B. AND M.A., MIDDLEBURY
Professor of Physical Education for Men (1936) — 5 College Street

WILLIAM W. KERRIGAN, A.B., STANFORD; M.A., COLUMBIA
Instructor in English (1968) — R.D. 3, Munger Street

JEAN J. KLIMAN (MISS), A.B., UNIVERSITY OF MANITOBA; M.A., MINNESOTA
Instructor in Anthropology (1968)

ARTHUR J. KNOLL, A.B., BATES; M.A., NEW YORK UNIVERSITY; PH.D., YALE
Assistant Professor of History (1966) — 19 Chipman Park
On leave 1968–69

CAPT. HERBERT E. KOENIGSBAUER, JR., A.B., BOWDOIN
Assistant Professor of Military Science (1967) — 41 Chipman Park

JACQUES KROUCHI, LICENCE-ES-LETTRES,
DIPLOME D'ETUDES SUPERIEURES, C.A.P.E.S.
Visiting Assistant Professor of French (1967) — Pulp Mill Bridge Road

MARJORIE E. LAMBERTI (MISS), A.B., SMITH;
M.A. AND PH.D., YALE
Assistant Professor of History (1964)
On leave 1968–69

FRANK G. LANE, B.S., M.I.T.; M.D., UNIVERSITY OF VERMONT
Lecturer in Mathematics and Biology (1949–51, 1962–63, 1964) — R.D. 2, Cornwall

ROGER LAURENT, LICENCE ES SC. GEOLOGIQUES
ET MINERALOGIQUES; DIPLOMA D'INGENIEUR, GENEVA;
PH.D., GENEVA
Assistant Professor of Geology (1967) — 44 Shannon Street

DAVID B. LEDLIE, A.B., MIDDLEBURY; PH.D., M.I.T.
Assistant Professor of Chemistry (1967) — 7 Weybridge Street

RUSSELL J. LENG, A.B., MIDDLEBURY; PH.D., AMERICAN UNIVERSITY
Assistant Professor of Political Science (1966) — 1 Porter Field Road

MARY E. LICK (MISS), A.B., LAKE ERIE; M.S., SMITH
Associate Professor of Physical Education for Women (1956) — 125 South Main Street

DAVID J. LITTLEFIELD, A.B., SPRING HILL;
M.A. AND PH.D., YALE
Associate Professor of English (1953–56, 1959) — Charlotte

OSMAN FARUK LOGOGLU, A.B., BRANDEIS; M.A., PRINCETON
Instructor in Political Science (1968)

ERKKI W. MACKEY, B.S., SPRINGFIELD
Assistant Professor of Physical Education for Men (1956) — 45 Seminary Street

VINCENT HERSCHEL MALMSTRÖM, A.B. AND PH.D.,
UNIVERSITY OF MICHIGAN
Associate Professor of Geography (1956–57, 1958) — R.D. 3, Middlebury

EDWARD ALEXANDER MARTIN, A.B., PRINCETON;
M.A. AND PH.D., COLUMBIA
Associate Professor of English (1961)
Assistant Director of the Bread Loaf Writers' Conference (1964) — 33 Seminary Street

DUNCAN J. MCDONALD, B.S., MCGILL; M.A., HARVARD
Visiting Professor of Biology (1967) — East Middlebury

JOHN REDMOND MCKENNA, A.B., QUEENS; B.L.S., MCGILL
Librarian (1964) — 6 Chipman Park

LOCKWOOD MERRIMAN, A.B., HARVARD; M.A., COLUMBIA
Associate Professor (1947)
College Archivist (1965) — 12 Hillcrest Road

JOSEPH J. MORRONE, B.S., UNIVERSITY OF MASSACHUSETTS;
ED.M., WORCESTER STATE
Assistant Professor of Physical Education for Men (1958)
Assistant Director of Intercollegiate Athletics (1967)
Assistant to the Chairman of Physical Education for Men (1967) — 70 Court Street

GEORGE R. MOTOLANEZ, A.B., MCMASTER; M.A., NEW YORK UNIVERSITY
Instructor in Russian (1968) — 5 Storrs Avenue

WALTER A. MOYER, JR., B.S., PHILADELPHIA COLLEGE OF PHARMACY; PH.D., UNIVERSITY OF DELAWARE Professor of Chemistry (1951)	9 Adirondack View
ROBERT B. MUIRHEAD, III, B.F.A., RHODE ISLAND SCHOOL OF DESIGN; M.F.A., BOSTON UNIVERSITY Assistant Professor of Fine Arts (1964)	4 Hillcrest Road
HOWARD MCCOY MUNFORD, B.S., MIDDLEBURY; PH.D., HARVARD Julian W. Abernethy Professor of American Literature (1941)	41 South Street
CRAIG C. MURRAY, A.B., STANFORD; M.A., COLUMBIA Instructor in History (1967)	East Middlebury
CAPT. ALLAN A. MYER, A.B., UNIVERSITY OF OMAHA Assistant Professor of Military Science (1968)	
NORMAN C. NELSON, A.B., WESTMONT; B.D., SAN FRANCISCO THEOLOGICAL SEMINARY; TH.M., PRINCETON THEOLOGICAL SEMINARY Lecturer in Religion (1967) Assistant Chaplain (1967)	34 South Street
PAUL E. NELSON, A.B., AUGUSTANA; M.A., UNIVERSITY OF CHICAGO Assistant Professor of Political Science (1963)	105 South Main Street
RALPH D. NELSON, JR., A.B., COLBY; PH.D., PRINCETON Assistant Professor of Chemistry (1965) *On leave 1968–69*	19 Gorham Lane
WALTER J. NELSON, B.S., MIDDLEBURY Professor of Physical Education for Men; Director of Intercollegiate Athletics (1932–36, 1946)	Pulp Mill Bridge Road
FRED F. NEUBERGER, A.B., MIDDLEBURY Director of Admissions (1955)	Gorham Lane
VICTOR LAWRENCE NUOVO, A.B., HOPE; B.D., NEW BRUNSWICK THEOLOGICAL SEMINARY; PH.D., COLUMBIA Assistant Professor of Religion (1962)	66 Shannon Street
GEORGE DENNIS O'BRIEN, A.B., YALE; PH.D., UNIVERSITY OF CHICAGO Associate Professor of Philosophy (1965) Dean of the College (1967)	R.D. 3, Halladay Road
ROBERT PACK, A.B., DARTMOUTH; M.A., COLUMBIA Associate Professor of English (1964) *Half-time Leave 1968–69*	Cornwall
BARTON A. PARKS, JR., A.B., RICE; M.A., STATE UNIVERSITY OF NEW YORK AT BUFFALO Instructor in Sociology (1968)	8 Seminary Street
JAMES C. PENLEY, A.B., POMONA; M.A., BRANDEIS; PH.D., NOTRE DAME Assistant Professor of Physics (1968)	R.D. 2, Middlebury
BRUCE BIGELOW PETERSON, A.B., MIDDLEBURY; PH.D., SYRACUSE Associate Professor of Mathematics (1962) Dean of Men (1967)	40 South Street

JUDITH TURNER POLEFKA (MRS.), A.B., RADCLIFFE; PH.D., STANFORD
Assistant Professor of Psychology (1968) — 77 Main Street, Apt. 1

EDWIN L. POOL, B.S. AND PH.D., IOWA STATE
Associate Professor of Chemistry (1954) — R.D. 3, Rogers Road

CHANDLER ARMSTRONG POTTER, A.B., AMHERST; M.F.A., YALE
Associate Professor of Drama and Designer for the Theatre (1956) — 20 Springside Road
On leave 1968–69

HENRY BEALL PRICKITT, A.B., AMHERST; PH.D., HARVARD
Professor of English (1948) — Blinn Lane

DAVID LANGDON PROUTY, A.B., COLGATE; PH.D., TULANE
Associate Professor of Psychology (1959) — "The Barn", Cornwall

CYRIAC K. PULLAPILLY, A.B., ST. THOMAS (INDIA); M.A., DEPAUL
Instructor in Religion (1967) — 19 Chipman Park

NORMAN F. RAMSEY, A.B., PH.D., COLUMBIA; A.B., M.A., D.SC., CAMBRIDGE; M.A., (HON.) HARVARD
Visiting Professor of Physics
(Winter, Spring 1969) — 15 Chipman Heights

ROBERT F. REIFF, A.B., UNIVERSITY OF ROCHESTER; PH.D., COLUMBIA
Professor of Fine Arts (1958)
Old Dominion Professor (1968–69) — 20 Gorham Lane

E. KIRK ROBERTS, A.B., EARLHAM; PH.D., HARVARD
Professor of Chemistry (1952)
Old Dominion Professor (1968–69) — 46 High Street

EUGENE SAPADIN, A.B., MIDDLEBURY; M.A., HARVARD
Instructor in Philosophy (1965–66 2nd Sem., 1967) — Gifford Hall

GEORGE B. SAUL, II, A.B., M.A. AND PH.D., UNIVERSITY OF PENNSYLVANIA
Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1967)
Professor of Biology (1967) — R.D. 3, Munger Street

CHARLES W. J. SCAIFE, A.B. AND PH.D., CORNELL
Assistant Professor of Chemistry (1967) — 126 South Main Street

*WOLFE W. SCHMOKEL, A.B., UNIVERSITY OF MARYLAND; M.A., PH.D., YALE
Visiting Associate Professor of History (1968) — Star Route, Essex Junction

CHARLES POWELL SCOTT, A.B., OHIO STATE; B.D., PRINCETON THEOLOGICAL SEMINARY
Chaplain and Professor of Religion (1951) — 95 Main Street

ROBERT A. SIMKO, A.B., M.A., RUTGERS
Instructor in Geography (1968) — 4 Storrs Avenue

DAVID K. SMITH, A.B., MIDDLEBURY; PH.D., HARVARD
Alumni Professor of Economics (1950) — Chipman Heights

*Part-time

KIMBERLY SPARKS, A.B. AND PH.D., PRINCETON
Jean Thomson Fulton Associate Professor of German (1966) — R.D. 2, Middlebury
Director of the Graduate School of German, Mainz (Spring 1969)

EDWARD R. STEHLE, A.B., UNIVERSITY OF PITTSBURGH; M.A., COLUMBIA
Instructor in History (1968) — 105 South Main Street

DABNEY STUART, A.B., DAVIDSON; M.A., HARVARD
Visiting Assistant Professor of English (1968) — R.D. 1, Pulp Mill Bridge Road

BART F. TEUSH, A.B., SWARTHMORE
Instructor in English (1967) — 40 College Street

HARRIS E. THURBER, A.B., UNIVERSITY OF VERMONT; PH.D., PRINCETON
Professor of Political Science (1947–49, 1951) — 14 Elm Street
On leave 1968–69

PARDON E. TILLINGHAST, A.B., BROWN; PH.D., HARVARD
Professor of History (1947) — 6 Adirondack View

GEORGE B. TODD, A.B., AMHERST; M.B.A., STANFORD; M.F.A., PRINCETON
Assistant Professor of Music (1965) — R.D. 3, Halladay Road

JOAN L. TOWNE (MISS), B.S., SKIDMORE; M.S., SMITH
Associate Professor of Physical Education for Women (1960) — East Middlebury

A. RICHARD TURNER, A.B., M.F.A., PH.D., PRINCETON
Professor of Fine Arts (1968)
Old Dominion Professor (1968–69) — R.D. 1, Middlebury

VAN HORN VAIL, A.B., UNIVERSITY OF WASHINGTON; M.A. AND PH.D., PRINCETON
Assistant Professor of German (1966) — R.D. 2, Middlebury

DAVID B. VAN VLECK, A.B., PRINCETON; M.S., PH.D., CORNELL
Associate Professor of Biology (1968) — R.D. 1, Middlebury

CAPT. ANTONIO R. VILLASEÑOR, A.B., U.C.L.A.
Assistant Professor of Military Science (1967) — R.D. 3, Middlebury

ERIE T. VOLKERT, A.B., LAWRENCE; M.A., NORTHWESTERN
Professor of Drama and Director of the Theatre (1941) — 54 North Pleasant Street

JAMES MAYER WATKINS, A.B., PENNSYLVANIA STATE; M.A., MIDDLEBURY; C.A.E.F.E., PARIS
Associate Professor of French and
Director of the Language Laboratory (1958) — Pulp Mill Bridge Road
Director of the Graduate School of French, Paris (1968–69)

CHRISTOPHER D. WATTERS, B.S., NOTRE DAME; M.A., PH.D., PRINCETON
Assistant Professor of Biology (1968) — 5 Green Mountain Place

JOHN T. WENDERS, A.B., AMHERST; M.A., UNIVERSITY OF HAWAII; M.A. AND PH.D., NORTHWESTERN
Assistant Professor of Economics (1963) — 33 Chipman Park

BENJAMIN FRANKLIN WISSLER, B.S., MUHLENBERG; M.A., COLUMBIA; D.SC., MUHLENBERG
Alumni Professor of Physics (1930) — 23 Weybridge Street

KLAUS HEINRICH WOLFF, A.B., WABASH;
PH.D., UNIVERSITY OF CHICAGO
Associate Professor of Economics (1956) — Locust Lane

HOWARD EUGENE WOODIN, B.S., UNION; PH.D., PURDUE
Associate Professor of Biology (1953) — R.D. 3, Middlebury

EDWARD HENRY WORTHEN, A.B., M.A., PH.D.,
UNIVERSITY OF MICHIGAN
Assistant Professor of Spanish (1966) — 86 Shannon Street

NORA SCOTT WRIGHT (MISS), A.B. AND M.A., MIDDLEBURY
Instructor in Spanish (1967) — Allen House

VICTOR ZYNSZAJN, B.S., M.A., COLORADO
Instructor in French (1968)

Assistants and Associates in Instruction

*ALEXANDRA BAKER (MRS.), A.B., HUNTER; M.A., INDIANA
UNIVERSITY
Associate in Russian (1967) — R.D. 3, Middlebury

EVELYN M. BURRILL (MRS.), A.B., MOUNT HOLYOKE; M.S.,
UNIVERSITY OF VERMONT
Research Assistant in Psychology (1967) — Shoreham

PIERINA B. CASTIGLIONE (MRS.), M.A., SMITH;
DOTORRE IN LETTERE, UNIVERSITY OF FLORENCE
Associate in Italian — R. D. 2, Middlebury

*BETSY H. GLEASON (MRS.), A.B., MIDDLEBURY
Assistant in Teacher Education (1963) — 31 Weybridge Street

RALPH GRIMES, B.S., MUHLENBERG
Assistant in Physics (1968) — Battell Block, Apt. 13

*REGINA JAKOBI (MISS)
Assistant in German (1968)

FRANK EDWARD KAUFMAN, B.F.A., ART INSTITUTE OF CHICAGO
Associate in Theatre and Technical Director (1967) — 7 Court Street

JACQUELINE S. KROUCHI (MRS.), LICENCE-ES-LETTRES,
DIPLOME D'ETUDES SUPERIEURES, C.A.P.E.S.
Associate in French (1967) — Pulp Mill Bridge Road

*KATHARINE A. MCGLYNN (MISS), B.S., SKIDMORE; M.ED., UNIVERSITY OF VERMONT
Assistant in Teacher Education (1967) — East Middlebury

MARION JONES MUNFORD (MRS.), B.S., MIDDLEBURY
Assistant in Biology (1959) — 41 South Street

*FAITH N. SHOLES (MRS.), B.A., M.S., WASHINGTON
UNIVERSITY
Assistant in Teacher Education (1968) — 10 Adirondack View

*†MONIKA SUTTER (MISS),
Assistant in German (1966) — Battell Block, Apt. 23

*Part-time
†Spring Term

Emeriti

SAMUEL SOMMERVILLE STRATTON, PH.D., LL.D., D.C.I. President Emeritus (1943)	Rutland
JOHN GERALD BOWKER, ED.M., L.H.D. Baldwin Professor Emeritus of Mathematics (1926) Dean Emeritus of the Faculty (1953)	Middlebury
DOUGLAS STOWE BEERS, PH.D. Hudson Professor Emeritus of English (1925)	Middlebury
LÉA ZOE BINAND, BREVET SUPÉRIEUR Assistant Professor Emerita of French (1929)	France
WALTER THOMPSON BOGART, PH.D. Jermain Professor Emeritus of Political Science (1937)	Middlebury
ARTHUR MILTON BROWN, A.B. Professor Emeritus of Physical Education (1918)	Sarasota, Florida
STEPHEN ALBERT FREEMAN, PH.D., LL.D., L.H.D., LITT.D. Professor Emeritus of French (1925) Vice President Emeritus (1943)	Middlebury
MISCHA HARRY FAYER, PH.D. Professor Emeritus of Russian (1943)	Lexington, Kentucky
BURT ALDEN HAZELTINE, M.A. Professor Emeritus of Mathematics (1924)	Wellfleet, Massachusetts
ARTHUR KELLY DAVID HEALY, A.B., M.F.A. Professor Emeritus of Fine Arts (1943)	R.D. 1, Middlebury
HAROLD BRADFORD HITCHCOCK, A.B., PH.D. Mead Professor Emeritus of Biology (1943)	1 Locust Lane
ROBERT DUGALD HOPE, LL.B. Assistant Treasurer of the Corporation, Emeritus (1914)	Middlebury
LAILA ADELAIDE MCNEIL, A.B. Librarian Emerita (1913)	St. Johnsbury
WERNER NEUSE, PH.D. Professor Emeritus of German (1932)	New Brunswick, New Jersey
PERLEY CHESMAN PERKINS, A.B., M.A. Professor Emeritus of English (1923)	Middlebury
JAMES STUART PRENTICE, M.A. Professor Emeritus of Economics (1931)	Carlisle, Pennsylvania
BRUNO MORITZ SCHMIDT, M.A. Professor Emeritus of Geology (1925)	Middlebury
RUSSELL GEORGE SHOLES, M.A. Professor Emeritus of Sociology (1927)	Middlebury
PHELPS NASH SWETT, B.S., M.A. Professor Emeritus of Geography & Drafting (1909)	Middlebury
RUTH WOOD TEMPLE, A.B. Assistant Dean Emerita of Women (1922)	Rutland
VIOLA CHITTENDEN WHITE, PH.D. Curator Emerita of Abernethy Library (1933)	Middlebury

Calendar for 1969-70

(Tentative)

1969

SEPTEMBER

10—Wednesday, Freshman Week begins
14—Sunday, Freshman Convocation (10:45 a.m.) Mead Chapel
15—Monday, Fall Term classes begin (8:00 a.m.)

OCTOBER

11—Saturday, Alumni Homecoming Day (College in Session)
18—Saturday, Parents' Weekend (College in Session)

NOVEMBER

26—Wednesday, Thanksgiving Recess begins (12 noon)

DECEMBER

1—Monday, classes resume (8 a.m.)
13—Saturday, Fall Term classes end (12 noon)
15—Monday, Final examinations begin
19—Friday, Final examinations end

1970

JANUARY

5—Monday, Winter Term begins (8 a.m.)

FEBRUARY

4—Wednesday, Winter Term ends (5 p.m.)
5—Thursday, Winter Recess begins
9—Monday, Spring Term classes begin (8 a.m.)

MARCH

28—Saturday, Spring Recess begins (12 noon)

APRIL

6—Monday, classes resume (8 a.m.)

MAY

15—Friday, Spring Term classes end (12 noon)
16—Saturday, Senior Comprehensive Examinations begin
21—Thursday, Senior Comprehensive Examinations end
22—Friday, Final Examinations begin
27—Wednesday, Final Examinations end
31—Sunday, Baccalaureate

JUNE

1—Monday, Commencement

1969-70

SEPTEMBER

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FEBRUARY

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JUNE

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JULY

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AUGUST

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Calendar for 1968-69

1968

SEPTEMBER

11—Wednesday, Freshman Week begins
15—Sunday, Freshman Convocation (10:45 a.m.) Mead Chapel
16—Monday, Fall Term classes begin (8:00 a.m.)

OCTOBER

5—Saturday, Alumni Homecoming Day (College in Session)
26—Saturday, Parents' Weekend (College in Session)

NOVEMBER

27—Wednesday, Thanksgiving Recess begins (12 noon)

DECEMBER

2—Monday, classes resume (8 a.m.)
14—Saturday, Fall Term classes end (12 noon)
16—Monday, Final Examinations begin
20—Friday, Final Examinations end

1969

JANUARY

6—Monday, Winter Term begins (8 a.m.)

FEBRUARY

5—Wednesday, Winter Term ends (5 p.m.)
6—Thursday, Winter Recess begins
10—Monday, Spring Term classes begin (8 a.m.)
20—Thursday, Winter Carnival Recess begins (5 p.m.)
24—Monday, classes resume (8 a.m.)

MARCH

29—Saturday, Spring Recess begins (12 noon)

APRIL

6—Easter
8—Tuesday, classes resume (8 a.m.)

MAY

16—Friday, Spring Term classes end (12 noon)
17—Saturday, Senior Comprehensive Examinations begin
22—Thursday, Senior Comprehensive Examinations end
23—Friday, Final Examinations begin
28—Wednesday, Final Examinations end

JUNE

1—Sunday, Baccalaureate
2—Monday, Commencement

1968-69

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	..	..	..	..	..
..	..	..	..	..	..	..

OCTOBER

S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..

NOVEMBER

S	M	T	W	T	F	S
..	..	..	..	..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	..	..	..	..

JANUARY

S	M	T	W	T	F	S
..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	..

FEBRUARY

S	M	T	W	T	F	S
..	..	..	..	..	..	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	..
..	..	..	..	..	..	..

1969

MARCH

S	M	T	W	T	F	S
..	..	..	..	..	..	1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	..	..	..	..	..

APRIL

S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	..	..	..

MAY

S	M	T	W	T	F	S
..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	..	..	..	..	..

JULY

S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..

AUGUST

S	M	T	W	T	F	S
..	..	..	..	..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	..	..	..	..	..	..